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ABSTRACT

The latest regulations for remedial programs in Binghamton, New York, directed by both regular and remedial teachers, are described. Included are the following: (1) teacher responsibilities and project objectives; (2) description of categories of children to be served and summary of how they will be served; (3) general guidelines for administering the project; (4) steps for releasing students from remediation; (5) copies of forms for record keeping and letters used for notifying parents and pupils of achievement on state mandated tests; (6) descriptions of means of evaluation, program activities, identifying procedures, diagnostic instruments, articulation, instructional mode, instruction, length and frequency of instruction, staffing, staff development, pupil personnel services and student folders for reading, mathematics, writing, English as a second language (ESL) components of project; (7) State Education Department monitoring guidelines for reading and writing programs; and (8) detailed program objectives for reading, mathematics, writing and ESL components. (PS)

****
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ED277774

12/8/86

BINGHAMTON CITY SCHOOLS
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BINGHAMTON, NY 13902-2126

REMEDIAL EDUCATION GUIDELINES

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Binghamton City School District

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UD 025 257

OFFICE OF PLANNING, RESEARCH AND EVALUATION

SEPTEMBER, 1986

BEST COPY AVAILABLE

REMEDIAL EDUCATION GUIDELINES

September, 1986

MEMO TO: Executive Cabinet
All Principals, Public and Non-Public
Ms. Bills, Ms. Dando, Mr. Ottaviani, Mr. Sinicki,
All Ch.I, PSEN, and ESL Teachers
All Guidance Teachers

FROM: Nathan Bell

SUBJECT:
(1) Children to be Served in Remedial Programs/Updated Guidelines
(2) New Forms for Remediation
(3) Rules on Releasing Students from Remediation
(4) Program Descriptions
(5) Program Objectives

DATE: September, 1986

This document includes the latest regulations affecting pupils to be served in remedial programs.

Please be sure to share this information with your entire faculties.

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REGULAR CLASSROOM/REMEDIAL CLASSROOM TEACHERS REPONSIBILITIES

I. REGULAR CLASSROOM TEACHERS/REMEDIAL TEACHERS RESPONSIBILITIES

It is the responsibility of both the regular classroom teacher and the remedial teacher to assure the remedial services provided to students are appropriate, meet student needs, complement one another, and articulate with work taking place in the regular classroom.

A. BASIC PROJECT OBJECTIVES

1. To bring students up to an educational level sufficient for them to succeed in the regular classroom program without remediation.

2. To support, in remediation, work taking place in the regular classroom.

3. To coordinate remedial efforts and developmental efforts.

II. CHILDREN TO BE SERVED IN REMEDIAL PROGRAMS

A. A list of students eligible and served in remediation in each school must be provided to all teachers serving these particular students in remediation.

B. Priority I Pupils are served and defined as one of the following:

1. How Served

A Priority I pupil will be provided with additional remedial help by a remedial teacher; where this is not possible, the pupil will be provided additional remedial help in the regular classroom, in alternate programs, and/or by computer assisted instruction.

2. Definition

a. All pupils in Grades 1-12 who fell at or below the 23rd percentile using national norms on a nationally standardized test* in Reading Readiness, in Reading Comprehension, or in Total Math.

b. For grades 2 and 3, when the Stanford Achievement Test, 1982 edition is used, all students who fell at or below the 23rd percentile in "Reading."

c. For grade 1, when using the Kindergarten Metropolitan Readiness Test, all students who scored at or below the 23rd percentile or in the bottom three stanines on the "Pre-Reading Skills Composite" or the "Quantitative Area Composite".

d. All pupils in Grades 1-8 who fell at or below the following Statewide or local reference points:

(1) Grade 3 - SAT Writing/4 or below (Total Score)
(2) Grade 4 - SAT Writing/4 or below (Total Score)
(3) Grade 3 - PEP Reading (Form R)/25 and below
(4) Grade 3 - PEP Math (Form S)/32 or below

(5) Grade 5 - PEP Writing/4 or below (Total Score)
(6) Grade 6 - PEP Reading (Form F)/47 or below
(7) Grade 6 - PEP Math (Form F)/32 or below

(8) Grade 8 - PCT Reading (Form C)/44 or below

(9) Grade 8 - PCT Writing (Form C)/49 or below

e. All pupils who fail the RCT in Reading, Writing, or Math

f. All pupils previously remediated in writing in 1985-86 S.Y. who, in the judgment of the teacher and principal, continue to require writing remediation.

g. All pupils in Grades 1-12 who were not tested in spring, 1985. In such instances, steps should be undertaken immediately to:

(1) review pupil performance on previous tests.

(2) review pupil performance in the classroom.

On the basis of this data, the principal will decide whether the student requires remediation.

C. Priority II Pupils are served and defined as one of the following:

1. How Served

A Priority II pupil will be served--on the basis of greatest need first--by remedial teachers (if room permits) and, then, either in the regular classroom, in alternate programs, and/or in computer assisted instructional programs.

2. Definition

All pupils in Grades 1-8 who fall at or below the following Statewide Reference Points:

a. Grade 3 - Writing/5-7 (Total Score)
b. Grade 4 - Writing/5-7 (Total Score)
c. Grade 3 - Reading (Form R)/26-28
d. Grade 5 - Writing/5-7 (Total Score)
e. Grade 6 - Reading (Form F)/48-50
f. Grade 8 - PCT Reading (Form C)/45-47
g. Grade 8 - PCT Writing (Form C)/50%-64%

D. Maintenance students are served and defined as one of the following:

1. How Served

Maintenance students will be served--on the

basis of greatest need first--by remedial teachers (if room permits) and, then, in the regular classroom, in alternate programs, and/or in computer assisted instructional programs.

2. Definition

Any pupil in Grades 1-12 previously in a remedial program in 1985-86 who is no longer eligible as a Priority I or II pupil as defined above and (1) who has not yet achieved the 50th percentile using national norms on a nationally standardized test* and (2) who is still deemed by his teacher and his principal to be in need of help.

F. Other Student: Service to Students Not Eligible in any of the Above Categories

Students whose "Reading", "Reading Comprehension", and or "Total Math" scores are between the 24th percentilg and the 39th percentile and who were not in a remedial program during the 1985-86 S.Y. but who are deemed by the principal to be in need of remediation may be served in remediation, provided all other students identified as Priority I, II, or Maintenance, as described above, are first served.

Such students may be served in remedial programs (if room permits), the regular classroom, or by CAI. All necessary records must be maintained for such students.

For purposes of parent notification of remediation, such students should be treated as Priority II students (Form Letter B)

Please Note: Teacher judgment alone is not sufficient to enter a student into remediation; current or previous test data must substantiate the referral to remediation.

III. General Guidelines

A. CAI

Schools with computer assisted instructional systems and alternative programs should use these as backup for serving eligible students who cannot be fit into special remedial programs. When a student is provided remedial CAI, the regular classroom teacher must periodically prescribe work and must periodically diagnose progress (not less than once per month).

B. Records

When eligible students are served in pull-out programs, records are the shared responsibility of the remedial and regular classroom teachers but will be maintained by the remedial teacher.

When eligible children are served only in the regular classroom, or only in CAI, all required remedial records must be maintained by the regular classroom teacher.

Records include the following:

1. Required in Pupil Remedial Folder:

   a. Copies of formal written communications between classroom teachers and remedial teachers
   b. Record of formal meetings between classroom teachers and remedial teachers
   c. Copy of progress reports to parents
   d. Record of parent conferences, if any
   e. Other supporting documentation

   Pupil remedial folders are to be given to the principal at the close of the school year. At the beginning of the next school year, the folders will be distributed to the next teacher to provide remediation. Once a student leaves the district or is released from remediation, the folder is to be placed in the permanent folder.

2. Required to be Maintained but Not Necessarily in Pupil Remedial Folders

   a. Names of students in teacher's record book or in a separate file in the classroom
   b. Test data and skills checklists
   c. Copies of parent (and student) letters notifying each of the required remediation

d. Records of daily remedial activities in a teacher's plan book or in individual student folders or in separate files
e. Student work samples

C. Parent Notifications

All requirements for letters notifying parents of test failures and for provision of necessary treatment remain the same as in 1985-86. Parents are notified when students are identified or reidentified as Priority I or II. No renotification is required where a student is classified as Maintenance.

D. Teacher Loads

Principals may allow remedial teachers to handle in their class loads eligible pupils starting with those in greatest need of help first up to a load of 50-60. To the extent possible, a teacher load of 50-60 will be maintained; however, where numbers of students in need of remedial assistance warrant it, loads may be increased to 55-60.

E. Grade K Students

Children in grade K will not be served by special remedial staff.

F. Remediation Mandatory

Parents and students may not refuse remediation. If the judgment of the principal is the pupil will likely not pass upcoming competency tests, remediation must be provided.

G. Handicapped

1. Children who are served in resource rooms or option rooms and whose IEPs do not require them to have remediation may not be served in a remedial program. Students whose IEP's call for remediation must: (a) be spending a substantial period of time outside the special education program and (b) be otherwise eligible for remedial help.

2. Where pupils have IEPs calling for them to be remediated, principals should have the COH review the IEPs as soon as practicable to be sure the criteria for remediation called for in number G.1. above are met.

*The nationally standardized tests referred to above are the district-wide achievement tests administered the spring of 1985-86.

H. Release from Remediation

Pupils shall be released from remediation only (a) when they pass a competency test or (b) when teacher and principal judgments about student grades, classroom performance, and test scores warrant such removal. Parents and students must be notified in writing of release from remediation. Generally, students who are enrolled in a remedial program in the fall will remain in the program for the entire school year.

I. Communication/Coordination

Each principal must take steps to assure time is made available on a frequent and regular basis for remedial and regular classroom teachers to coordinate the remediation of pupils. Such meetings are State mandated and must take place as frequently as possible. At a minimum, formal meetings must take place every 6 to 10 weeks. At the secondary level, retention of a substitute teacher may be necessary to free up the remedial teacher; at the elementary level, remedial classes may need to be cancelled for a day. Principals must assure that the records and/or results of the consultations are recorded. SED requires that student records reflect entries by both the classroom and remedial teachers.

J. Writing

1. Remediation in writing for grades K-5 will be provided in the regular classroom.

2. Remediation in writing in grades 6, 7, and 8 will be provided in the regular team setting.

3. Remediation in writing in grades 9-12 will be provided in both the regular classroom and in special remedial writing classes.

K. Supplementing

Students must not miss regular classroom reading, math, or writing instruction in order to receive remedial help.

L. Amount of Remedial Time Required

1. For pullout programs, remedial help is to be provided as follows:

   a. Three thirty-minute sessions or more per week in grades K-5.

b. Two to three or more 35-40 minute sessions per week in grades 6-12. On an average, pupils in grades 6-12 should receive 80 to 120 minutes help per week, taking into account six day schedules.

c. At the secondary grades, if remediation requires a pupil to be removed from a regular course, the principal must consult with both the student and his/her parents to secure agreement on which courses are to be missed. In the middle schools, principals are authorized by the Commissioner to reduce instructional time in consultation with parents in order to make time available for remediation.

2. Priority I students in writing in grades 6, 7, 8 must be provided 90 minutes per week of intensive, individualized remediation.

M. Pupil Work Samples

Regular classroom teachers remediating students in the classroom and remedial teachers remediating students must maintain pupil work samples. The samples whould show work performed over the span of the school year.

N. Parent/Teacher Involvement

1. Parent Involvement

Principals of public schools must hold at least one parent meeting per year to brief parents about remedial programs. Parents of all students in remediation must be notified of the meeting.

2. Teacher Involvement

Principals must maintain a faculty planning committee composed of an administrator, remedial teacher(s) and regular classroom teacher(s). The committee must hold at least one meeting per year to review remedial efforts and have an opportunity to make suggestions for program improvement and inservice needs. Each committee should appoint one person to sit on a district-wide committee.

3. Parent Communication

At a minimum, each marking period, remedial teachers and classroom teachers who are remediating students are to provide parents with a progress report of student achievement on the form provided at the elementary school level. At the middle and high school levels, progress will be shown on the report card itself. These are to be sent home with report cards.

O. Pre- and Post-Testing

1. Pre- and post-testing of all students in remediation is done using the Stanford Achievement Test results.

a. For grade 2, "Reading" and "Total Math" scores are reported.

b. Students in grade 1 who are remediated in the classroom are not reported.

c. Grade 1 students in pull-out programs are pre-tested on the Stanford Early School Achievement Test, Level II, in September, 1986. Results from "Reading" and "Mathematics" are used.

d. For grades 3-12, "Total Math"and "Reading Comprehension" percentile scores are used.

e. Scores needed for pre- and post-testing are percentile scores. These are found on the Stanford lists in each building as well as on the labels on student record cards. The April, 1986 SAT score will be pre-test. The Spring, 1987 SAT score will be the post-test.

IMPORTANT e. It would be wise to secure pre-test data in September while 1986 SAT sheets are still available in the building.

P. List of Pupils Needing Remediation

The principal must maintain a current list of all students in need of remediation showing how each child is being remediated. A copy is to be sent to the office of Planning, Research and Evaluation by September 19. In addition, a list of students receiving remediation in the classroom, CAI, or in a pull-out program must be made available to faculty in the school who are serving these particular students.

Q. Inservice

Generally one-half day every other month will be set aside for inservice for remedial staff. Principals are either to cancel classes or secure substitutes (as appropriate) after being notified by program directors of the dates of inservice.

R. Content in Remediation

Remedial activities, to the extent possible, must address the content being taught to pupils in the regular classroom. Regular course content is expected to be addressed and taught in remedial classes. Objectives for each grade have been developed and are available in this booklet.

S. Transfer Students From Out of District/State

1. Students entering grades 6, 7 or 8 must be screened by the regular classroom or English teacher to determine the need for remediation in writing.

2. Students entering grades 4,5,7, or 8 must be screened to determine the need for remedial instruction in reading and math.

IV. STEPS FOR RELEASING STUDENTS FROM REMEDIATION

A. Students to be Retained

1. All students already identified for remediation and not yet released from required remediation must continue to be provided remediation until they are formally released.

   (a) This applies from grade to grade
   (b) No parent notification letter need be sent when a student is continued in remediation unless:

      (1) another test is failed or
      (2) such a letter has not been sent previously

B. Release Process

1. Release from the requirement for remediation can be made at anytime, even immediately following the testing that identified the student as in need of remediation. Release conditions must include:

   (a) passing a State competency test

   or

   (b) scoring at least at the 40th percentile on a national test

   and

   (1) review of student performance in the regular classroom, on previous tests, and classroom grades

   (2) approval by the principal

   (3) notification in writing to parents and students of the release, with copy to permanent folder.

2. Until formally released, a student must receive remediation and must continue to be listed as in need of remediation.

3. Generally, students enrolled in remediation in the fall will stay in remediation for the entire school year.

V. REMEDIAL FORMS AND LETTERS

1. Forms for Remediation

Attached are forms for record-keeping and letters for use in notifying parents and pupils of achievement on State mandated competency tests and on standardized tests. The principal must assure these letters are sent and records are maintained:

a. Letter A (Initial Letter)/Priority I

To be sent to parents and students with scores which make students Priority I pupils. These letters should be sent no later than thirty days after test results are available. Pupils so identified must begin receiving remediation no later than the first day of the next following semester. A copy of this letter must be placed in the pupils' permanent folders. Such a letter must be sent every time a student scores at a level which makes him/her a Priority I student.

b. Letter B (Initial Letter)/Priority II

To be sent to parents and students with scores which make them Priority II pupils. These letters should be sent no later than thirty days after test results are available. Pupils so identified must begin receiving remediation no later than the first day of the next following semester. A copy of this letter must be placed in the pupils' permanent folders. Such a letter must be sent every time a student scores at a level which makes him/her a Priority II student.

c. Letter C/Report of Results of State Mandated Tests

To be distributed to all pupils for parent review of results of any State mandated competency test no later than one week after test results are available. These are designed to inform all parents of pupil performance on such test.

d. Letter D/Make-Up Test Notice

To be sent to parents of pupils who need to make up a State mandated competency test. A copy of this letter must be placed in the pupils' permanent folders.

e. Letter E/Parent Notification of Remediation Termination

To be sent to parents and students who are being dropped from remedial programs because they have improved their skills or to parents and students when State or local test scores are deemed to be inaccurate and not reflective of the pupils' school abilities. A copy of this letter must be placed in the pupils' permanent folders.

f. Form F/Remedial Folders

Remedial Folders must be maintained for each pupil identified as eligible.

(1) If the pupil is in a special remedial program, the record folder is the responsibility of both the remedial and the regular teacher but will be maintained by the remedial teacher.

(2) If the pupil is being served by CAI or in a regular classroom, the record folder is the responsibility of the regular classroom teacher or the English or math teacher to whom the pupil is assigned and must be maintained by that teacher.

At the end of the school year, the principal will collect these folders. The principal will distribute the folders to the subsequent year's remedial teacher. If remediation ceases or a student leaves the district, the remedial folder is to be placed in the pemanent folder.

g. Form G/Teacher Meeting Record

Form G, Teacher Meeting Record, is to be completed by the remedial and regular classroom teachers each time they meet formally. It is to be kept with student remedial records.

h. Form H/Parent Conference Report

This form is to be filled out by the teacher when a conference is held with the parent of a student receiving remediation. It is to be kept with student remedial records.

i. Letter K/Parent Progress Report

Form Letter K, Parent Progress Report, is to be sent to parents of every K-5 student at the end of each marking period. A copy of the letter is to be maintained with the student's remedial records.

Form letters and record forms are available in every school. Additional copies may be secured from the Print Shop.

A(12/83)

BINGHAMTON CITY SCHOOL DISTRICT
Binghamton, New York

- ☐ G. 3 PEP Test
- ☐ G. 6 PEP Test
- ☐ Stanford Ach. Test G._____
- ☐ G. 3 or 4 Writing Test
- ☐ G. 5 Writing Test
- ☐ G. 8 Preliminary Competency Test
- ☐ Regents Competency Test
- ☐ California Achievement Test
- ☐ _____
- ☐ _____

Re: _____ Date: _____
(Student)

Dear_____:

Your child has been identified through the test(s) checked above as needing additional help in ☐ Reading ☐ Writing ☐ Mathematics ☐ Other (Specify)_____.

His/her score of _____ indicates your child cannot perform work at a proficiency level well enough to pass the competency tests that will be required to receive a high school diploma.

In order to help your child improve in basic skills, we will be providing appropriate remedial assistance. Your child will receive additional help in the regular classroom or will be scheduled for remedial classes two to five days each week where class sizes will be small. Instruction will be individualized to meet the particular needs of your child.

As parents you can also help. You can encourage your youngster to complete homework assignments and to do some ☐ Reading ☐ Writing ☐ Math ☐ Other (Specify)_____ practice at home.

If you have any questions about the test score or the remedial activities, or about how you can help your child improve, please call _____ at telephone number:_____.

Sincerely,

_____
Principal

White to Parent Yellow to Student Pink to Permanent File

B(12/83)

BINGHAMTON CITY SCHOOL DISTRICT
Binghamton, New York

☐ G. 3 PEP Test
☐ G. 6 PEP Test
☐ Stanford Ach. Test G._____
☐ G. 3 or 4 Writing Test
☐ G. 5 Writing Test
☐ G. 8 Preliminary Competency Test
☐ Regents Competency Test
☐ California Achievement Test
☐ _____
☐ _____

Re: _____ Date: _____
(Student)

Dear _____:

Your child has been identified through the test(s) checked above as needing additional help in ☐ Reading ☐ Writing ☐ Mathematics ☐ (Subject)_____. His/her score of _____ indicates your child may find it difficult to pass the required competency test(s) which must be taken to receive a high school diploma.

As we work with your child on improving basic skills, you can also help. You can:

☐ encourage your child to do a lot of reading at home. The more such activities, the more the child's reading will improve.

☐ encourage your child to complete math homework. The more practice work, the more the child's math skills will improve.

☐ encourage your child to complete writing assignments and to do some writing on his/her own. The more practice work your child does, the more the skill will improve.

☐ _____
_____

We will be working with your child to strengthen his/her basic skills. The help we provide may include additional emphasis in the regular classroom or help through a special remedial program.

If you have any questions about your child's test score or the help we will be providing or about how you can help your child improve his/her skills, please call _____ at telephone number_____.

Sincerely,

_____
Principal

White to Parent Yellow to Student 22 Pink to Permanent File

C(12/83)

BINGHAMTON CITY SCHOOL DISTRICT
Binghamton, New York

☐ G. 3 PEP Test
☐ G. 6 PEP Test
☐ G. 5 Writing Test
☐ _____

☐ G. 8 Preliminary Competency Test
☐ Regents Competency Test
☐ _____

Re: _____ Date: _____
(Student)

Recently your child took the test(s) checked above. The purpose of the testing program is the early identification of students who may need special help in basic skills.

Your child achieved a score of ☐ in Reading

☐ in Writing

☐ in Mathematics

☐ in _____

which is: ☐ Above ☐ Below the Statewide Reference Point.

Scores below the Statewide Reference Point indicate the pupil is in need of remedial instruction to improve his/her skills.

Sincerely,

_____
Principal

White to Parent

Yellow to Permanent File

D (12/83)

BINGHAMTON CITY SCHOOL DISTRICT
Binghamton, New York

☐ G. 3 PEP Test

☐ G. 6 PEP Test

☐ G. 5 Writing Test

☐ _____

☐ G. 8 Preliminary Competency Test

☐ Regents Competency Test

☐ _____

☐ _____

Re: _____ Date: _____
(Student)

Dear _____:

On the date the test checked above was administered, your child was not present. The purpose of the test is the early identification of students who may need special help in basic skills.

A make-up test is scheduled on _____ at _____ a.m./p.m.
(Date) (Time)

I urge you to make sure your child is in school and available to take the test on that date.

Sincerely,

_____
Principal

White to Parent Yellow to Student Pink to Permanent File

E(12/83)

BINGHAMTON CITY SCHOOL DISTRICT
Binghamton, New York

Re: _____ Date: _____
(Student)

Dear_____:

On _____ your child took the _____ test
(Date) (Test Name)

in _____ and received a score of _____. This score was
(Subject)

below the statewide reference point, and scores falling below this reference point qualified the student for remedial help.

However, after reviewing your child's most recent test scores and other evaluative information, it is the opinion of appropriate school personnel that your child is not now in need of remedial service. Your child's progress will be monitored closely throughout the school year, and if, at any time, remedial services are needed, you will be so advised.

If you have any questions with regard to this matter, please feel free to call _____ _____ at telephone number _____.

Sincerely,

_____
Principal

White to Parent Yellow to Student Pink to Permanent File

PROGRESS REPORT (ON-GOING DIAGNOSIS AND PRESCRIPTION)F1-9/86

Date	Diagnosis/ Progress	Assess. Means	Commun. W/Teacher	Work Sent Home

JOB SHEET F2-9/86

Name_____Grade_____S.Y._____

Date	Objective	Assignment	Grade/Comment	Effort

REMEDIAL

BINGHAMTON CITY SCHOOL DISTRICT

REMEDIAL K-5

STUDENT # _____

NAME _____

SCHOOL _____

REMEDIAL SERVICE

___ READING ___ MATH ___ ESL

___ WRITING ___ OTHER

BIRTHDATE _____

PARENT _____

TELEPHONE _____

ADDRESS _____

DATE INITIAL LETTER SENT _____

HISTORY

		Remediated		Repeated
KDG Year	_____	__ Yes	__ No	_____
Grade 1 Year	_____	__ Yes	__ No	_____
Grade 2 Year	_____	__ Yes	__ No	_____
Grade 3 Year	_____	__ Yes	__ No	_____
Grade 4 Year	_____	__ Yes	__ No	_____
Grade 5 Year	_____	__ Yes	__ No	_____

TERMINATION OF REMEDIAL SERVICES _____

LETTER SENT _____

SCHOOL YEAR_____ REMEDIAL TEACHER_____

REGULAR TEACHER_____

PRIORITY I II MAINTENANCE

PRE-TEST_____ DATA USED TO DIAGNOSE:_____

POST-TEST_____ _____

DIAGNOSIS:_____

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OBJECTIVES: SEE STUDENT RECORD MATERIALS OR BELOW:_____

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MATERIAL & ACTIVITIES: SEE STUDENT RECORD MATERIALS OR BELOW:_____

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FORMAL MTG. WITH TEACHERS_____

REPORT TO PARENT: COPY ENCLOSED Specific information on file SEE GUIDANCE OFFICE

PARENT CONFERENCES:_____

SCHOOL YEAR_____ REMEDIAL TEACHER_____

REGULAR TEACHER_____

PRIORITY I II MAINTENANCE

PRE-TEST_____ DATA USED TO DIAGNOSE:_____

POST-TEST_____ _____

DIAGNOSIS:_____

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OBJECTIVES: SEE STUDENT RECORD MATERIALS OR BELOW:_____

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MATERIAL & ACTIVITIES: SEE STUDENT RECORD MATERIALS OR BELOW:_____

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FORMAL MTG. WITH TEACHERS_____

REPORT TO PARENT: COPY ENCLOSED Specific information on file SEE GUIDANCE OFFICE

PARENT CONFERENCES:_____

READING K-5

SCHOOL YEAR_____ REMEDIAL TEACHER_____

REGULAR TEACHER_____

PRIORITY I II MAINTENANCE

PRE-TEST_____ DATA USED TO DIAGNOSE:_____

POST-TEST_____ _____

DIAGNOSIS:_____

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OBJECTIVES: SEE STUDENT RECORD MATERIALS OR BELOW:_____

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MATERIAL & ACTIVITIES: SEE STUDENT RECORD MATERIALS OR BELOW:_____

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FORMAL MTG. WITH TEACHERS_____

REPORT TO PARENT: COPY ENCLOSED Specific information on file SEE GUIDANCE OFFICE

PARENT CONFERENCES:_____

SCHOOL YEAR_____ REMEDIAL TEACHER_____

REGULAR TEACHER_____

PRIORITY I II MAINTENANCE

PRE-TEST_____ DATA USED TO DIAGNOSE:_____

POST-TEST_____ _____

DIAGNOSIS:_____

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OBJECTIVES: SEE STUDENT RECORD MATERIALS OR BELOW:_____

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MATERIAL & ACTIVITIES: SEE STUDENT RECORD MATERIALS OR BELOW: _____

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FORMAL MTG. WITH TEACHERS_____

REPORT TO PARENT: COPY ENCLOSED Specific information on file SEE GUIDANCE OFFICE

PARENT CONFERENCES:_____

SCHOOL YEAR_____ REMEDIAL TEACHER_____

REGULAR TEACHER_____

PRIORITY I II MAINTENANCE

PRE-TEST_____ DATA USED TO DIAGNOSE:_____

POST-TEST_____ _____

DIAGNOSIS:_____

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OBJECTIVES: SEE STUDENT RECORD MATERIALS OR BELOW: _____

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MATERIAL & ACTIVITIES: SEE RECORD MATERIALS OR BELOW:_____

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FORMAL MTG. WITH TEACHERS_____

REPORT TO PARENT: COPY ENCLOSED Specific information on file SEE GUIDANCE OFFICE

PARENT CONFERENCES:_____

GRADE REPEATED SCHOOL YEAR_____ REMEDIAL TEACHER_____

REGULAR TEACHER_____

PRIORITY I II MAINTENANCE

PRE-TEST_____ DATA USED TO DIAGNOSE:_____

POST-TEST_____ _____

DIAGNOSIS:_____

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OBJECTIVES: SEE STUDENT RECORD MATERIALS OR BELOW:_____

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MATERIAL & ACTIVITIES: SEE STUDENT RECORD MATERIALS OR BELOW:_____

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FORMAL MTG. WITH TEACHERS_____

REPORT TO PARENT: COPY ENCLOSED Specific information on file SEE GUIDANCE OFFICE

PARENT CONFERENCES:_____

REMEDIAL

BINGHAMTON CITY SCHOOL DISTRICT

REMEDIAL 6-12

STUDENT #_____

NAME_____

SCHOOL_____

REMEDIAL SERVICE

___ READING ___ MATH ___ ESL

___ WRITING ___ OTHER

BIRTHDATE_____

PARENT_____

TELEPHONE_____

ADDRESS_____

DATE INITIAL LETTER SENT_____

HISTORY

		REMEDIATED		REPEATED
Grade 6	Year _____	___ Yes	___ No	_____
Grade 7	Year _____	___ Yes	___ No	_____
Grade 8	Year _____	___ Yes	___ No	_____
Grade 9	Year _____	___ Yes	___ No	_____
Grade 10	Year _____	___ Yes	___ No	_____
Grade 11	Year _____	___ Yes	___ No	_____
Grade 12	Year _____	___ Yes	___ No	_____

TERMINATION OF REMEDIAL SERVICES _____

LETTER SENT_____

SCHOOL YEAR_____ REMEDIAL TEACHER_____

REGULAR TEACHER_____

PRIORITY I II MAINTENANCE

PRE-TEST_____ DATA USED TO DIAGNOSE:_____

POST-TEST_____ _____

DIAGNOSIS:_____

_____ _____

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OBJECTIVES: SEE STUDENT RECORD MATERIALS OR BELOW: _____

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MATERIAL & ACTIVITIES: SEE STUDENT RECORD MATERIALS OR BELOW: _____

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FORMAL MTG. WITH TEACHERS_____

REPORT TO PARENT: COPY ENCLOSED Specific information on file SEE GUIDANCE OFFICE

PARENT CONFERENCES:_____

SCHOOL YEAR_____ REMEDIAL TEACHER_____

REGULAR TEACHER_____

PRIORITY I II MAINTENANCE

PRE-TEST_____ DATA USED TO DIAGNOSE:_____

POST-TEST_____ _____

DIAGNOSIS:_____

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OBJECTIVES: SEE STUDENT RECORD MATERIALS OR BELOW: _____

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MATERIAL & ACTIVITIES: SEE STUDENT RECORD MATERIALS OR BELOW: _____

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FORMAL MTG. WITH TEACHERS_____

REPORT TO PARENT: COPY ENCLOSED Specific information on file SEE GUIDANCE OFFICE

PARENT CONFERENCES:_____

REMEDIAL

6-12

8

SCHOOL YEAR_____ REMEDIAL TEACHER_____

REGULAR TEACHER_____

PRIORITY I II MAINTENANCE

PRE-TEST_____ DATA USED TO DIAGNOSE:_____

POST-TEST_____ _____

DIAGNOSIS:_____

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_____

OBJECTIVES: SEE STUDENT RECORD MATERIALS OR BELOW:_____

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MATERIAL & ACTIVITIES: SEE STUDENT RECORD MATERIALS OR BELOW:_____

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FORMAL MTG. WITH TEACHERS_____

Specific information on file

REPORT TO PARENT: COPY ENCLOSED SEE GUIDANCE OFFICE

PARENT CONFERENCES:_____

9

SCHOOL YEAR_____ REMEDIAL TEACHER_____

REGULAR TEACHER_____

PRIORITY I II MAINTENANCE

PRE-TEST_____ DATA USED TO DIAGNOSE:_____

POST-TEST_____ _____

DIAGNOSIS:_____

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OBJECTIVES: SEE STUDENT RECORD MATERIALS OR BELOW:_____

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MATERIAL & ACTIVITIES: SEE STUDENT RECORD MATERIALS OR BELOW:_____

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FORMAL MTG. WITH TEACHERS_____

Specific information on file

REPORT TO PARENT: COPY ENCLOSED SEE GUIDANCE OFFICE

PARENT CONFERENCES:_____

10

SCHOOL YEAR_____ REMEDIAL TEACHER_____

REGULAR TEACHER_____

PRIORITY I II MAINTENANCE

PRE-TEST_____ DATA USED TO DIAGNOSE:_____

POST-TEST_____

DIAGNOSIS:_____

OBJECTIVES: SEE STUDENT RECORD MATERIALS OR BELOW:_____

MATERIAL & ACTIVITIES: SEE STUDENT RECORD MATERIALS OR BELOW:_____

FORMAL MTG. WITH TEACHERS_____

REPORT TO PARENT: COPY ENCLOSED Specific information on file SEE GUIDANCE OFFICE

PARENT CONFERENCES:_____

11

SCHOOL YEAR_____ REMEDIAL TEACHER_____

REGULAR TEACHER_____

PRIORITY I II MAINTENANCE

PRE-TEST_____ DATA USED TO DIAGNOSE:_____

POST-TEST_____

DIAGNOSIS:_____

OBJECTIVES: SEE STUDENT RECORD MATERIALS OR BELOW:_____

MATERIAL & ACTIVITIES: SEE STUDENT RECORD MATERIALS OR BELOW:_____

FORMAL MTG. WITH TEACHERS_____

REPORT TO PARENT: COPY ENCLOSED Specific information on file SEE GUIDANCE OFFICE

PARENT CONFERENCES:_____

12

SEE ENCLOSED COPY

Regular Teacher_____
Remedial Teacher_____

Student_____Date_____

Remedial teacher comments_____

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Regular teacher comments_____

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Date_____

Remedial teacher comments_____

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Regular teacher comments_____

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Date_____

Remedial teacher comments_____

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Regular teacher comments_____

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Date_____

Remedial teacher comments_____

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Regular teacher comments_____

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Teacher_____

Student_____ Date_____

Summary of discussion with parent

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Summary of discussion with parent

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Teacher_____

Student_____ Date_____

Summary of discussion with parent

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Program Narrative

1985-86

Reading Component

General Requirements

1. Indicate how administrators, teachers, parents, etc. were involved.

Total administrative and faculty cooperation was solicited relevant to program planning, methodology, organizational patterns, and the like. School principals, classroom teachers, the reading director, department chairs in math, English and foreign languages, parents, Board members, and central office administration had input in the assessment, establishment, and processing of needs identification, development of overall project design, detailing of program objectives, and developing the evaluation design.

Specifically the following occurred in the planning of this project:

A) Meetings were held with parents of remedial students of each school.

B) Meetings were held with remedial and regular faculty at each school.

C) Meetings were held with all building administrators.

D) Meetings were held with the reading director, and the math, English and foreign language department heads.

E) Meetings were held with the directors of personnel and special education.

F) Meetings were held with representatives of the teachers association.

G) Meetings were held with the Superintendent, Associate Superintendent, and Assistant Superintendent for Business.

H) Discussion took place with the Board on various aspects of the program.

2. Describe district's procedure for identifying educationally deprived children in all schools.

The following criteria are used to identify children in need of help in pullout programs and in classroom remediation:

A) Scores on standardized tests at or below the 23rd percentile.

B) Scores on State mandated tests at or below the SRP.

C) Scores of students who do not fall into items A) or B) above but who still score below the 50th percentile on standardized tests and who were previously in a remedial program.

D) Children referred by teachers and whose test scores confirm a need for remediation.

The district annually administers standardized tests to every student in every grade. In addition, all State mandated tests are administered. Students with the greatest needs are given the most intensive instruction.

3) Specify how prior evaluation data have been analyzed and used in program development.

A) Each year LEAP data is reviewed to determine where areas of weakness may exist. This analysis is performed by the Remedial Program Coordinator (Director of Planning, Research, and Evaluation).

B) Annually, the Director of Planning, Research, and Evaluation analyzes results of all testing in the district. These analyses are used to develop new programs and approaches and/or to alter existing programs and approaches.

ıding Component

1. Funding Sources:

All staff in this component of the project are paid with Ch. 1 and PSEN funds. The multiple funding is designed to assure students identified by State mandated and nationally standardized tests can be served without supplanting state or local monies with federal funds. An analysis was made of the numbers of students to be served based on State mandated tests. The salaries of teachers serving these students have been adjusted to reflect an accurate expenditure of PSEN funds for these students. In addition, some in-classroom remediation and CAI remediation is undertaken and is locally funded.

2. Program goals and objectives:

The program goal is to provide remedial education for all students identified as eligible for help. The program aims: (1) to supplement regular classroom instruction with intensive, individualized work over and above that offered in the regular classroom and (2) to provide students with lesser needs added help in the regular classroom. It is anticipated there will be statistically significant growth in NCE scores between pre- and post-testing.

Because of the highly individualized nature of the program, behavioral objectives vary from grade level to grade level and from child to child based upon needs assessments derived from diagnoses. Proficiency goals for the project are aimed at assuring all students are able to function as literate citizens upon graduation from high school. To this end, instructional objectives reflect the developmental curriculum, and reading is taught using the content of the various subjects students have in school.

3. Remedial Program Description

A) Students who fail State mandated tests and students who score at or below the 23rd percentile on standardized tests are served in a pull-out program by a reading specialist.

B) Students whose scores on State mandated tests are just below the SRP are served either in a pull-out program or in the regular classroom. Similarly, students previously in a remedial program who still need help but whose scores do not make them automatically eligible for a pull-out program are served either in a pull-out program, in the regular classroom, or on CAI.

C) Essentially, the program meets all of the criteria and descriptions for remedial reading programs outlined on pages 2-4 of the Guidelines For the Development of the School District's Comprehensive Compensatory Education Plan Using ECIA CH. 1, PSEN, and Local Funds for School Years 1985-88.

Program Activities

Project activities will be conducted in a small group instructional setting utilizing the diagnostic/prescriptive approach. The program will be carried out in separate remedial laboratories staffed by remedial specialists.

Supplementary instruction is intensive and aims at being highly motivating. The diagnostic/prescriptive methodology, the small group teaching effort, and the individualized instruction together with materials geared to the learning levels of students are aimed at supplementing and reinforcing materials used in the regular classroom. In addition, individualized instruction is balanced by teaching to the shared needs of the group to provide more opportunities for group interaction. Instruction is based on student needs as diagnosed through: formal and informal testing, teacher judgement, analyses of individual achievement test data, and basal reading placement tests.

Again the approaches described on pages 2 - 4 of the Guidelines are followed. Specifically:

- Remedial instruction is based on diagnosed deficiencies in language skills
- Instruction capitalizes on the student's previous experiences and provides incentives for growth
- Reading skills are taught using content area subject matter and materials
- The focus is the comprehension of text and the processes needed to comprehend the text.

Diagnostic Instruments

A) Identifying students' needs

Teachers employ a range of approaches for identifying student needs. These include formal and informal diagnostic instruments -- Woodcock, basal reading placement tests, teacher made tests, word lists, analyses of standardized tests, communication with classroom teachers, review of student records, review of regular class workbooks/homework, Computer Assisted Instructional diagnoses, item analyses of tests, and skills checklists.

B) Procedures for monitoring progress

Student progress and updating the instructional profile is monitored as follows:

(1) Computer assisted monitoring of progress on Computer Assisted Instruction. All remedial labs have one or more computers.

(2) Teacher/student conferences.

(3) Periodic and regular meetings with classroom teachers.

(4) Periodic and regular review of student work in regular classroom, including workbooks, tests, homework.

(5) Periodic testing for mastery of learning.

All findings are documented in individual student records/folders

Coordination/Articulation

Regular classroom instruction supplemented by remedial instruction contributes a coordinated, comprehensive program in the teaching of reading. This is reflected in student records.

A) Classroom teachers are provided with lists of students identified as requiring remediation.

B) Pupil personnel staff assist in identifying students in need of remediation and in the deficiency needing remediation.

C) The classroom teachers address the deficiencies of each student requiring remediation.

D) Periodic meetings, both formal and informal, are held between remedial and regular teachers. Copies of formal communications are kept in student folders, as are records of formal meetings and logs of informal conferences.

E) Records are maintained jointly by remedial and regular teachers.

F) Time is alloted on a regular and periodic basis for regular and remedial teachers to meet. Substitute teachers are secured, as needed, to assure opportunity for communication is available.

G) Remedial teachers review student regular class workbooks/homework twice a month, or more.

H) Remedial teachers are instructed to address the content/skills taught in the regular classroom.

Instructional Mode

Students in greatest need of intensive remediation are served in a pull-out program. The program is delivered in a lab setting. Each lab is equipped with state of the art equipment and a varied and wide array of instructional materials.

Length and Frequency of Instruction

A) Grades 1 - 6: 3 to 5 times per week of 30 minutes per session.

B) Grades 7 - 12: 3 to 5 times per week of 40 - 45 minutes per session.

). Staffing Component

A) Teachers

	FTE
Binghamton High School	4.0
East Middle School	3.0
West Middle School	2.0
Mann School	1.0
Roosevelt School	2.0
Jefferson School	.5
Franklin School	1.5
Coolidge	1.0
MacArthur	1.5
Wilson	1.5
Non Public	1.0 (Not to be filled until directions are received from SED regarding services to non-public school students)

B) Supervisory Structure

(1) Director of Reading directs remedial reading program
(2) Director of Planning, Research, and Evaluation (Remediation Coordinator) directs overall remedial program
(3) Building Principals direct remedial programs in their buildings

C) Teacher case load

By contractual arrangement with our teacher's association, teacher load is 50 - 60 students.

D) Pupil/Teacher Ratio

(1) Maximum of 1:8
(2) Minimum of 1:4
(3) Average is 1:6

). Staff Development

A) Generally, one half day per month is set aside for inservice.

B) Staff needs are identified by staff themselves, by district priority, or by supervisory staff based on analyses of test data.

C) District inservice program funding includes Ch. 1, PSEN, and local funds as well as Ch. II money and a NYS Legislative Grant.

D) The district is currently embarked on an effort to train all staff in the Elements of Effective Teaching (Madeline Hunter). Remedial staff will be trained along with regular teachers. In

addition, specific remedial inservice programs will be geared toward reinforcing the Elements of Effective Teaching Model and toward improving teaching in remedial reading.

1. Pupil Personnel Service

None

2. Student Folder

Student folders will contain the following information:

A) Required in Folder

(1) Pupil remedial record cards (This card will be placed in the pupil permanent folder at the end of the school year)

(2) Copies of formal communications between classroom teachers and remedial teachers

(3) Logs of informal conferences between classroom teachers and remedial teachers

(4) Records of formal meetings between classroom teachers and remedial teachers

(5) Copies of progress reports to parents (This will be placed in the pupil permanent folder at the end of the school year)

(6) Samples of student work

(7) Record of parent conferences

B. Required to be Maintained but Not Necessarily in Pupil Remedial Folders

(1) Names and scores of students identified for remedial instruction in teacher's record book or in a separate file in the classroom

(2) Achievement test data for identified students, including available item analyses, commercial diagnostic skills checklists, or management systems

(3) Copies of parent (and student) letters notifying each of the required remediation

(4) Records of daily remedial activities maintained in a teacher's plan book or in individual student folders or in separate files

(5) Anecdotal comments, if any

(6) Complete and up-to-date information regarding instructional activities and student achievement

(7) Copy of "Remediation I.D. sheet" used to maintain remedial data base.

(8) Copy of "Data Changes - Remedial I.D. sheet" used to maintain remedial data base

- Equipment/Materials

Each lab has computers, kits, learning games, a range of varied instructional materials, including newspapers, periodicals, and texts. For the many computers in the program, each lab contains a large supply of teacher selected software.

Program Narrative

1985-86

Mathematics Component

General Requirements

1. Indicate how administrators, teachers, parents, etc. were involved.

Total administrative and faculty cooperation was solicited relevant to program planning, methodology, organizational patterns, and the like. School principals, classroom teachers, the reading director, department chairs in math, English and foreign languages, parents, Board members, and central office administration had input in the assessment, establishment, and processing of needs identification, development of overall project design, detailing of program objectives, and developing the evaluation design.

Specifically the following occurred in the planning of this project:

A) Meetings were held with parents of remedial students of each school.

B) Meetings were held with remedial and regular faculty at each school.

C) Meetings were held with all building administrators.

D) Meetings were held with the reading director, and the math, English and foreign language department heads.

E) Meetings were held with the directors of personnel and special education.

F) Meetings were held with representatives of the teachers association.

G) Meetings were held with the Superintendent, Associate Superintendent, and Assistant Superintendent for Business.

H) Discussion took place with the Board on various aspects of the program.

2. Describe district's procedure for identifying educationally deprived children in all schools.

The following criteria are used to identify children in need of help in pullout programs and in classroom remediation:

A) Scores on standardized tests at or below the 23rd percentile.

B) Scores on State mandated tests at or below the SRP.

C) Scores of students who do not fall into items A) or B) above but who still score below the 50th percentile on standardized tests and who were previously in a remedial program.

D) Children referred by teachers and whose test scores confirm a need for remediation.

The district annually administers standardized tests to every student in every grade. In addition, all State mandated tests are administered. Students with the greatest needs are given the most intensive instruction.

3) Specify how prior evaluation data have been analyzed and used in program development.

A) Each year LEAP data is reviewed to determine where areas of weakness may exist. This analysis is performed by the Remedial Program Coordinator (Director of Planning, Research, and Evaluation).

B) Annually, the Director of Planning, Research, and Evaluation analyzes results of all testing in the district. These analyses are used to develop new programs and approaches and/or to alter existing programs and approaches.

Math Component

1. Funding Sources:

All staff in this component of the project are paid with Ch. 1 and PSEN funds. The multiple funding is designed to assure students identified by State mandated and nationally standardized tests can be served without supplanting state or local monies with federal funds. An analysis was made of the numbers of students to be served based on State mandated tests. The salaries of teachers serving these students have been adjusted to reflect an accurate expenditure of PSEN funds for these students. In addition, some locally funded pullout programs and some in-classroom and CAI remediation is undertaken and is locally funded.

2. Program goals and objectives:

The program goal is to provide remedial education for all students identified as eligible for help. The program aims: (1) to supplement regular classroom instruction with intensive, individualized work over and above that offered in the regular classroom and (2) to provide students with lesser needs added help in the regular classroom. It is anticipated there will be statistically significant growth in NCE scores between pre- and post-testing.

Because of the highly individualized nature of the program, behavioral objectives vary from grade level to grade level and from child to child based upon needs assessments derived from diagnoses. Proficiency goals for the project are aimed at assuring all students are able to function as mathematically able citizens upon graduation from high school. To this end, instructional objectives reflect the developmental curriculum, and mathematics is taught reflecting current theory and research.

Goals and objectives are also based upon an annual analysis of PEP, RCT, Regents scores, and Regents enrollment. This analysis is prepared by the Remedial Program Coordinator.

3. Remedial Program Description

A) Students who fail State mandated tests and students who score at or below the 23rd percentile on standardized tests are served in a pull-out program by a remedial math specialist.

B) Students whose scores on State mandated tests are just below the SRP are served either in a pull-out program or in the regular classroom. Similarly, students previously in a remedial math program who still need help but whose scores do not make them automatically eligible for a pull-out program are served either in a pull-out program, in the regular classroom or on CAI.

C) Essentially, the program meets all of the criteria and descriptions for remedial mathematics programs outlined on pages 4-5 of the Guidelines For the Development of the School District's Comprehensive Compensatory Education Plan Using ECIA CH. 1, PSEN, and Local Funds for School Years 1985-88.

4. Program Activities

Project activities will be conducted in a small group instructional setting utilizing the diagnostic/prescriptive approach. The program will be carried out in separate remedial laboratories staffed by remedial math specialists.

Supplementary instruction is intensive and aims at being highly motivating. The diagnostic/prescriptive methodology, the small group teaching effort, and the individualized instruction together with materials geared to the learning levels of students are aimed at supplementing and reinforcing materials used in the regular classroom. In addition, individualized instruction is balanced by teaching to the shared needs of the group to provide more opportunities for group interaction. Instruction is based on student needs as diagnosed through: formal and informal testing, teacher judgement, analyses of individual achievement test data, and basal math placement tests.

Again the approaches described on pages 4 - 5 of the Guidelines are followed. Specifically:

- Manipulative and hands-on activities are included as an integral part of the instructional program.
- There is an emphasis on problem-solving and reasoning.
- The level of the instruction and activities are geared to individual abilities.
- The methematics program follows the guidelines of the State recommended syllabi for mathematics, grades K-11.
- There is an emphasis on the development of fundamental skills and problem-solving abilities through the understanding of mathematical concepts.

In essence, the remedial mathematics instruction provides a balanced, comprehensive program, including development of skills in computation, concepts, and problem-solving.

5. Diagnostic Instruments

A) Identifying students' needs

Diagnostic procedures are used to determine individual and group needs and to confirm the findings of the formal testing program. Teachers employ a range of approaches for identifying student needs. These include formal and informal diagnostic instruments -- Keymath, basal math placement tests, teacher made tests, analyses of standardized

tests, communication with classroom teachers, review of student records, review of regular class workbooks/homework, Computer Assisted Instructional diagnoses, item analyses of tests, and skills checklists.

Instructional materials and methods for each student are based on diagnostic evaluation and include audio visual and manipulative materials in support of paper and pencil sctivities.

B) Procedures for monitoring progress

Student progress and updating the instructional profile is monitored as follows:

1) Computer assisted monitoring of progress on Computer Assisted Instruction. All remedial labs have one or more computers.

2) Teacher/student conferences.

3) Periodic and regular meetings with classroom teachers.

4) Periodic and regular review of student work in regular classroom, including workbooks, tests, homework.

5) Periodic testing for mastery of learning.

All findings are documented in individual student records/folders

6. Coordination/Articulation

Regular classroom instruction supplemented by remedial instruction contributes a coordinated, comprehensive program in the teaching of mathematics. This is reflected in student records.

A) Classroom teachers are provided with lists of students identified as requiring remediation.

B) Pupil personnel staff assist in identifying students in need of remediation and in the deficiency needing remediation.

C) The classroom teachers address the deficiencies of each student requiring remediation.

D) Periodic meetings, both formal and informal, are held between remedial and regular teachers. Copies of formal communications are kept in student folders, as are records of formal meetings and logs of informal conferences.

E) Records are maintained jointly by remedial and regular teachers.

F) Time is alloted on a regular and periodic basis for regular and remedial teachers to meet. Substitute teachers are secured, as needed, to assure opportunity for communication is available.

G) Remedial teachers review student regular class workbooks/homework twice a month, or more.

H) Remedial teachers are instructed to address the content/skills taught in the regular classroom.

7. Instructional Mode

Students in greatest need of intensive remediation are served in a pull-out program. The program is delivered in a lab setting. Each lab is equipped with state of the art equipment and a varied and wide array of instructional materials.

8. Length and Frequency of Instruction

A) Grades 1 - 6: 3 to 5 times per week of 30 minutes per session.

B) Grades 7 - 12: 3 to 5 times per week of 40 - 45 minutes per session.

9. Staffing Component

A) Teachers

	FTE	
Binghamton High School	3.0	
East Middle School	2.5	
West Middle School	1.5	
Mann School	1.0	
Roosevelt School	1.0	
Jefferson School	.5	
Franklin School	1.0	
Coolidge	.5	
MacArthur	1.5	
Wilson	1.0	
Non-Public	.5	(Not to be filled until directions are received from SED regarding service to non-public school students)

B) Supervisory Structure

(1) Mathematics Department Chair directs remedial math program
(2) Director of Planning, Research, and Evaluation (Remediation Coordinator) directs overall remedial program
(3) Building Principals direct remedial programs in their buildings

C) Teacher case load

By contractual arrangement with our teacher's association, teacher load is 50 - 60 students.

D) Pupil/Teacher Ratio

(1) Maximum of 1:8
(2) Minimum of 1:4
(3) Average is 1:6

10. Staff Development

A) Generally, one half day per month is set aside for inservice.

B) Staff needs are identified by staff themselves, by district priority, or by supervisory staff based on analyses of test data.

C) District inservice program funding includes Ch. 1, PSEN, and local funds as well as Ch. II money and a NYS Legislative Grant.

D) The district is currently embarked on an effort to train all staff in the Elements of Effective Teaching (Madeline Hunter). Remedial staff will be trained along with regular teachers. In addition, specific remedial inservice programs will be geared toward reinforcing the Elements of Effective Teaching Model and toward improving teaching in remedial math..

11. Pupil Personnel Service

None

12. Student Folder

Student folders will contain the following information:

A) Required in Folder

(1) Pupil remedial record cards (This card will be placed in the pupil permanent folder at the end of the school year)

(2) Copies of formal communications between classroom teachers and remedial teachers

(3) Logs of informal conferences between classroom teachers and remedial teachers

(4) Records of formal meetings between classroom teachers and remedial teachers

(5) Copies of progress reports to parents (This will be placed in the pupil permanent folder at the end of the school year)

(6) Samples of student work

(7) Record of parent conferences

B. Required to be Maintained but Not Necessarily in Pupil Remedial Folders

(1) Names and scores of students identified for remedial instruction in teacher's record book or in a separate file in the classroom

(2) Achievement test data for identified students, including available item analyses, commercial diagnostic skills checklists, or management systems

(3) Copies of parent (and student) letters notifying each of the required remediation

(4) Records of daily remedial activities maintained in a teacher's plan book or in individual student folders or in separate files

(5) Anecdotal comments, if any

(6) Complete and up-to-date information regarding instructional activities and student achievement

(7) Copy of "Remediation I.D. sheet" used to maintain remedial data base.

(8) Copy of "Data Changes - Remedial I.D. sheet" used to maintain remedial data base

13. Equipment/Materials

Each lab has computers, kits, manipulatives, learning games, and a range of varied instructional materials. For the many computers in the program, each lab contains a large supply of teacher selected software.

Program Narrative

1985-86

Writing Requirements

General Requirements

1. Indicate how administrators, teachers, parents, etc. were involved.

Total administrative and faculty cooperation was solicited relevant to program planning, methodology, organizational patterns, and the like. School principals, classroom teachers, the reading director, department chairs in math, English and foreign languages, parents, Board members, and central office administration had input in the assessment, establishment, and processing of needs identification, development of overall project design, detailing of program objectives, and developing the evaluation design.

Specifically the following occurred in the planning of this project:

A) Meetings were held with parents of remedial students of each school.

B) Meetings were held with remedial and regular faculty at each school.

C) Meetings were held with all building administrators.

D) Meetings were held with the reading director, and the math, English and foreign language department heads.

E) Meetings were held with the directors of personnel and special education.

F) Meetings were held with representatives of the teachers association.

G) Meetings were held with the Superintendent, Associate Superintendent, and Assistant Superintendent for Business.

H) Discussion took place with the Board on various aspects of the program.

2. Describe district's procedure for identifying educationally deprived children in all schools.

The following criteria are used to identify children in need of help in pullout programs and in classroom remediation:

A) Scores on standardized tests at or below the 23rd percentile.

B) Scores on State mandated tests at or below the SRP.

C) Scores of students who do not fall into items A) or B) above but who still score below the 50th percentile on standardized tests and who were previously in a remedial program.

D) Children referred by teachers and whose test scores confirm a need for remediation.

E) In addition, for writing in grades 3 and 4, Stanford writing test scores of 2.5 or lower.

F) District-wide writing samples.

The district annually administers standardized tests to every student in every grade. In addition, all State mandated tests are administered. Students with the greatest needs are given the most intensive instruction.

3) <u>Specify how prior evaluation data have been analyzed and used in program development.</u>

A) Each year LEAP data is reviewed to determine where areas of weakness may exist. This analysis is performed by the Remedial Program Coordinator (Director of Planning, Research, and Evaluation).

B) Annually, the Director of Planning, Research, and Evaluation analyzes results of all testing in the district. These analyses are used to develop new programs and approaches and/or to alter existing programs and approaches.

C) Specific to writing, grade 5 PEP, grade 8 PCT, high school RCT, and Stanford Writing Tests in grades 3 and 4 are carefully reviewed. In addition, all staff in the district -- elementary teachers and secondary English teachers -- teach the elements of ILA (Individualized Language Arts).

Writing Component

1. Funding Sources:

All staff in this component of the project are paid with local funds.

2. Program goals and objectives:

The program goal is to provide remedial education for all students identified as eligible for help. The program aims to supplement regular classroom instruction with intensive, individualized work. In grades K-8, remediation generally is delivered with some writing remediation done in remedial reading labs. Only a handful of students in grades 6-8 require intensive remediation. In the classroom grades 9-12, remediation is by a pull-out program. Volunteer tutors are also used to help students.

Because of the highly individualized nature of the program, behavioral objectives vary from grade level to grade level and from child to child based upon needs assessments derived from diagnoses. Proficiency goals for the project are aimed at assuring all students are able to function as literate citizens able to communicate in writing upon graduation from high school. To this end, instructional objectives reflect the developmental curriculum, and writing is often taught using the content of the various subjects students have in school.

3. Remedial Program Description

A) Students who fail State mandated tests and students who score at 2.5 or below on the grades 3 and 4 Stanford writing tests are served.

In grades 1 - 8, remediation takes place in the regular classroom or in a team teaching setting; in a few instances, students who require intensive remediation are served in the remedial reading laboratory, as well.

B) In grades 9-12 students whose scores on State mandated tests are poor are served in the pull-out classes.

C) Essentially, the program meets all of the criteria and descriptions for remedial writing programs outlined on pages 2-4 of the Guidelines For the Development of the School District's Comprehensive Compensatory Education Plan Using ECIA CH. 1, PSEN, and Local Funds for School Years 1985-88.

4. Program Activities

Project activities utilize the diagnostic/prescriptive approach. At grades 9-12, the program will be carried out in separate remedial laboratories staffed by English teachers. In grades 6-8, teaming by teachers makes it possible to provide students with intensive, individualized instruction in the regular classroom setting.

Supplementary instruction is intensive and aims at being highly motivating. The diagnostic/prescriptive methodology, the small group teaching effort, and the individualized instruction of the pull-out program together with materials geared to the learning levels of students are aimed at supplementing and reinforcing materials used in the regular classroom. In addition, individualized instruction is balanced by teaching to the shared needs of the group to provide more opportunities for group interaction. Instruction is based on student needs as diagnosed through: formal and informal testing, teacher judgement, analyses of individual achievement test data, and ILA techniques. Instruction reflects awareness of the composing process: prewriting, writing, and post-writing. Instruction is based on writing whole pieces and reflects a variety of purposes (persausion explanation, expression, description, narration); audiences (self, peers, parents, teachers); and products (poems, journals, descriptions, reports, stories, plays, directions).

Again the approaches described on pages 2 - 4 of the Guidelines are followed. Specifically:

- Remedial instruction is based on diagnosed deficiencies in writing skills
- Instruction capitalizes on the student's previous experiences and provides incentives for growth
- Writing skills are taught using content area subject matter and materials
  Student's written work is used as a means for identifying skill needs.
- Writing is taught as a recursive process including pre-writing, planning, drafting, reusing, and editing.

5. Diagnostic Instruments

A) Identifying students' needs

(1) Diagnosis is based on writing samples
  (a) Grade 3 and 4 SAT writing tests
  (b) 5th grade PEP test
  (c) PCT
  (d) RCT
  (e) District-wide writing samples
    (The ILA program includes writing sample folders for every child in the district)

(2) Analysis of writing samples is based on student's needs for instruction in:
  (a) Task analysis skills
  (b) Content
  (c) Organization
  (d) Use of accurate and specific language
  (e) Control of sentence structure
  (f) Control of mechanics

B) Procedures for monitoring progress

Student progress and updating the instructional profile is monitored and evaluated as follows:

(1) Teacher/student conferences.

(2) In pull-out programs, periodic and regular meetings with classroom teachers.

(3) Periodic and regular review of student work in regular classroom, including workbooks, tests, homework.

(4) Periodic testing for mastery of learning.

(5) Conferences: peer and teacher-student

(6) Comment feedback

(7) Pre and post checklists

All findings are documented in individual student records/folders

6. Coordination/Articulation

In pull-out programs, regular classroom instruction supplemented by remedial instruction contributes a coordinated, comprehensive program in the teaching of writing. Remediation in the regular classroom also provides a comprehensive approach to writing. This is reflected in student records.

A) Classroom teachers are provided with lists of students identified as requiring remediation.

B) Pupil personnel staff assist in identifying students in need of remediation and in the deficiency needing remediation.

C) The classroom teachers address the deficiencies of each student requiring remediation.

D) In pull-out programs, periodic meetings, both formal and informal, are held between remedial and regular teachers. Copies of formal communications are kept in student folders, as are records of formal meetings and logs of informal conferences.

E) In pull-out programs, records are maintained jointly by remedial and regular teachers.

F) In pull-out programs, time is alloted on a regular and periodic basis for regular and remedial teachers to meet. Substitute teachers are secured, as needed, to assure opportunity for communication is available.

G) In pull-out programs, remedial teachers review student regular class work/homework twice a month, or more.

H) In pull-out programs, remedial teachers are instructed to address the content/skills taught in the regular classroom.

7. Instructional Mode

In grades 9-12 students in greatest need of intensive remediation are served in a pull-out program. The program is delivered in a lab setting. Each lab is equipped with a varied and wide array of instructional materials.

In grades 1-8 students are served in the regular classroom and/or in the remedial reading lab. Only a handful of students are in need of intensive assistance.

8. Length and Frequency of Instruction

A) Grades 1 - 6: 3 to 5 times per week of 30 minutes per session.

B) Grades 7 - 12: 3 to 5 times per week of 40 - 45 minutes per session.

9. Staffing Component

A) Teachers

		FTE
Binghamton High School (9-12)		5.0 (pull-out program serving 47 students)
East Middle School (6-8) West Middle School (6-8)		English teachers, remedial reading teachers, and classroom teachers serve 11 students in need of intensive help and 33 others in lesser need of help.
Mann School	(K-5)	In the elementary schools, students who score poorly on the Stanford writing tests are remediated in the regular classroom
Roosevelt School	(K-5)	
Jefferson School	(K-5)	
Franklin School	(K-5)	
Coolidge	(K-5)	
MacArthur	(K-5)	
Wilson	(K-5)	

B) Supervisory Structure

(1) English Department Chairperson directs remedial writing program
(2) Director of Planning, Research, and Evaluation (Remediation Coordinator) directs overall remedial program
(3) Building Principals direct remedial programs in their buildings

C) Teacher Case Load

By contractual arrangement with our teacher's association, teacher load for pull-out programs is 50 - 60 students.

D) Pupil/Teacher Ratio/Pull-Out Programs

(1) Maximum of 1:8
(2) Minimum of 1:4
(3) Average is 1:6

10. Staff Development

A) Generally, one half day per month is set aside for inservice for pull-out program teaching. Regular classroom teachers have received and continue to receive training in ILA.

B) Staff needs are identified by staff themselves, by district priority, or by supervisory staff based on analyses of test data.

C) District inservice program funding includes Ch. 1, PSEN, and local funds as well as Ch. II money and a NYS Legislative Grant.

D) The district is currently embarked on an effort to train all staff in the Elements of Effective Teaching (Madeline Hunter). Remedial staff will be trained along with regular teachers. In addition, specific remedial inservice programs will be geared toward reinforcing the Elements of Effective Teaching Model and the teaching of writing.

11. Pupil Personnel Service

None

12. Student Folder

Student folders will contain the following information:

A) Required in Folder

(1) Pupil remedial record cards (This card will be placed in the pupil permanent folder at the end of the school year)

(2) Copies of formal communications between classroom teachers and remedial teachers

(3) Logs of informal conferences between classroom teachers and remedial teachers

(4) Records of formal meetings between classroom teachers and remedial teachers

(5) Copies of progress reports to parents (This will be placed in the pupil permanent folder at the end of the school year)

(6) Samples of student work/student writing samples are also maintained in ILA folders

(7) Record of parent conferences

B. Required to be Maintained but Not Necessarily in Pupil Remedial Folders

(1) Names and scores of students identified for remedial instruction in teacher's record book or in a separate file in the classroom

(2) Achievement test data for identified students, including available item analyses, commercial diagnostic skills checklists, or management systems

(3) Copies of parent (and student) letters notifying each of the required remediation

(4) Records of daily remedial activities maintained in a teacher's plan book or in individual student folders or in separate files

(5) Anecdotal comments, if any

(6) Complete and up-to-date information regarding instructional activities and student achievement

(7) Copy of "Remediation I.D. Sheet" used to maintain remedial data base.

(8) Copy of "Data Changes - Remedial I.D. Sheet" used to maintain remedial data base

13. Equipment/Materials

Each lab has kits, learning games, a range of varied instructional materials, and texts.

Program Narrative

ESL Component

1985-86

General Requirements

1. Indicate how administrators, teachers, parents, etc. were involved.

Total administrative and faculty cooperation was solicited relevant to program planning, methodology, organizational patterns, and the like. School principals, classroom teachers, the reading director, department chairs in math, English and foreign languages, parents, Board members, and central office administration had input in the assessment, establishment, and processing of needs identification, development of overall project design, detailing of program objectives, and developing the evaluation design.

Specifically the following occurred in the planning of this project:

A) Meetings were held with parents of remedial students of each school.

B) Meetings were held with remedial and regular faculty at each school.

C) Meetings were held with all building administrators.

D) Meetings were held with the reading director, and the math, English and foreign language department heads.

E) Meetings were held with the directors of personnel and special education.

F) Meetings were held with representatives of the teachers association.

G) Meetings were held with the Superintendent, Associate Superintendent, and Assistant Superintendent for Business.

H) Discussion took place with the Board on various aspects of the program.

2. Describe district's procedure for identifying educationally deprived children in all schools.

The following criteria are used to identify children in need of help in pullout programs and in classroom remediation:

A) Scores on standardized tests at or below the 23rd percentile.

B) Scores on State mandated tests at or below the SRP.

C) Scores of students who do not fall into items A) or B) above but who still score below the 50th percentile on standardized tests and who were previously in a remedial program.

D) Children referred by teachers and whose test scores confirm a need for remediation.

The district annually administers standardized tests to every student in every grade. In addition, all State mandated tests are administered. Students with the greatest needs are given the most intensive instruction.

5) Specify how prior evaluation data have been analyzed and used in program development.

A) Each year LEAP data is reviewed to determine where areas of weakness may exist. This analysis is performed by the Remedial Program Coordinator (Director of Planning, Research, and Evaluation).

B) Annually, the Director of Planning, Research, and Evaluation analyzes results of all testing in the district. These analyses are used to develop new programs and approaches and/or to alter existing programs and approaches.

Reading Component

1. Funding Sources:

All staff in this component of the project are paid with Ch. 1 funds. No students in ESL have been identified by State mandated tests.

2. Program goals and objectives:

The program goal is to provide remedial education for all students identified as eligible for help. The program aims to supplement regular classroom instruction with intensive, individualized work over and above that offered in the regular classroom. It is anticipated there will be statistically significant growth in NCE scores between pre- and post-testing.

Because of the highly individualized nature of the program, behavioral objectives vary from grade level to grade level and from child to child based upon needs assessments derived from diagnoses. Proficiency goals for the project are aimed at assuring all students are able to function as literate citizens upon graduation from high school.

Students are identified for ESL services by principals, counselors, or classroom teachers when the student enters school. A written referral is sent to the ESL coordinator requesting a particular student be tested for eligibility. The ESL coordinator contacts the teacher assigned to the school, and the student is given both the BINL and another English language proficiency test which determines the student's eligilibility. All referrals are filed for one year.

The students' levels are determined by the BINL. There are four levels of instruction as follows:

A) The first level includes students in grades K-12 who score between 0-24 on the BINL. These students receive intense ESL instruction using English Around the World or English as a Changing World as basic texts. At this level, the teacher begins instructing the student by first developing his receptive auditory vocabulary. This is achieved by labeling the student's environment in English. The student in return repeats the words he has heard. The teacher uses actual objects, flashcards, and picture books to elicit responses. In having the student repeat the words, the teacher is actually introducing the next step in learning a language -- speaking. The teacher proceeds by using the limited vocabulary of the student to make simple oral sentences. The teacher uses familiar flash cards and introduces the text when the student seems ready.

B) The second level includes students in grades K-2 who score between 24. 1-50, in grades 3-8 who score between 24. 1-75, and students in grades 9-12 who score between 24. 1-100 on the

BINL. At this level, students are able to understand and speak limited English. In most cases, reading and writing in simple forms are introduced through the text and through language experience stories. At this stage, the instructor has introduced all four major objectives of the program: listening and understanding, and speaking, reading, and writing English. Following this, each teacher proceeds at a pace suitable to the student's capacity.

C) The third and fourth levels are designed for maintenance and generally include students who are approaching a higher degree of English language proficiency and who score at the K-2 level between 50. 1-200, at the 3-8 level between 75. 1-200, and at the 9-12 level between 100. 1-200. At this level, the ESL teacher develops the student's reading comprehension skills, writing skills, his expressive language construction and knowledge of idioms. This is achieved through use of ESL textbooks, remedial reading skill books, and writing assignments. The instructors utilize procedures and materials that are specifically designed for teaching ESL.

Materials for the above levels include two basic texts:

English Around the World

English for a Changing World

Supplementary Materials include:

New Horizons
Yes
Write
Essential Idioms in English
Beginning Lessons in English
Specific Skill Series
Picture Dictionaries
Peabody Kit
Illustrated Verb Cards
DLM Cards
Posters (BINL Kit)
Boehm 50 Concepts
English for Living
Newspaper articles

Teachers assist students with their academic and social problems so that the student will be able to feel comfortable in an unfamiliar environment. When necessary, the ESL teacher conferences with counselors, school psychologists, and social workers.

. Program Activities

Project activities will be conducted in a small group instructional setting utilizing the diagnostic/prescriptive approach. The program

will be carried out in separate remedial laboratories staffed by ESL specialists.

Instruction is designed to address receptive (literary and reading) skills as well as productive (speaking and writing) skills. Instruction at grades 7-12 reflects the goals, objectives, and content of the NYS ESL Core Curriculum.

Supplementary instruction is intensive and aims at being highly motivating. The diagnostic/prescriptive methodology, the small group teaching effort, and the individualized instruction together with materials geared to the learning levels of students are aimed at supplementing and reinforcing materials used in the regular classroom. In addition, individualized instruction is balanced by teaching to the shared needs of the group to provide more opportunities for group interaction.

Most students receive either tutorial or small group instruction. After they are identified, an assigned ESL teacher has a conference with the classroom teacher and decides on an appropriate time schedule for the student.

Each teacher works with the classroom teacher on the major objectives of each particular grade level. Knowledge of these objectives aids the ESL instructor in coordinating learning activities with the regular instructional program.

The general and most important guideline in planning this project has been to assure that planning, articulation, and coordination take place between the regular and remedial programs so the total effort results in a comprehensive, integrated delivery of services. To this end, there is a close communication and coordination of activities between the regular classroom and remedial classroom. Work in the remedial class is geared not only toward bringing youngsters rapidly up to acceptable levels of performance, but also to support what is being taught in the regular classroom. Conversely, the regular classroom teacher can reinforce the learning taking place in the remedial programs. The diagnostic/prescriptive information generated by the remedial program may be shared with the regular classroom teacher so that similar efforts to address pupil needs are provided in both settings.

Supportive services will continue to be provided by the district. It is recognized that ancillary services are an integral part of any compensatory program. Scheduled ancillary services will receive priority scheduling in target area schools. These will include psychological, social worker, and health services to assure that emotional, family, or health problems do not prevent achievement of academic objectives of the project. These support services are provided at district expense.

When requested by the classroom teacher, the ESL instructor reinforces classroom vocabulary, expecially in special subject areas such as math, social studies and science. The ESL program's major goal is to enable the students to acquire the essential oral language, reading, and writing skills necessary for normal participation in the classroom.

On a regular basis, classroom teachers and the ESL teacher meet to exchange noticed improvements and deficiencies of the student. As a follow up to the ESL class, the ESL teacher on a bi-weekly basis provides regular teachers with reinforcement materials, such as vocabulary lists.

There is close coordination and communication between regular and remedial teachers. The regular classroom teacher not only refers youngsters to the remedial program but may specify needed work by the youngsters. To the extent possible, remedial and regular teachers coordinate their instructional services. The two teachers work cooperatively to develop objectives for each youngster and jointly reinforce what is being taught in both the regular and remedial classrooms. A high level of communication is expected between the two types of teachers, and the building administrator is responsible for seeing to it that these efforts are carried out.

The time allotment for compensatory personnel and regular classroom staff to plan and confer about students is addressed by having the ESL staff periodically visit with regular classroom teachers.

At least one formal conference per month will be held between classroom teachers and remedial teachers to discuss progress of each child. Regular classroom teachers are provided with data on specific follow-up needs and reinforcement needs that must be implemented in the regular program. Remedial teachers may suggest appropriate materials to be used in the regular class to strengthen work in the remedial class.

Diagnostic Instruments

A) Identifying students' needs

Teachers employ a range of approaches for identifying student needs. These include formal and informal diagnostic instruments -- basal reading placement tests, teacher made tests, word lists, analyses of standardized tests, communication with classroom teachers, review of student records, review of regular class workbooks/homework, Computer Assisted Instructional diagnoses, item analyses of tests, and skills checklists.

B) Procedures for monitoring progress

Student progress and updating the instructional profile is monitored as follows:

(1) Computer assisted monitoring of progress on Computer Assisted Instruction. All remedial labs have one or more computers.

(2) Teacher/student conferences.

(3) Periodic and regular meetings with classroom teachers.

(4) Periodic and regular review of student work in regular classroom, including workbooks, tests, homework.

(5) Periodic testing for mastery of learning.
Basic to the evaluation of the students and the program is use of the pre- and post-test, using the Stanford Achievement Reading Tests. In addition, on-going evaluation of the effectiveness of the remedial program will be undertaken by the ESL teacher as a means of measuring the effectiveness of the teaching and learning taking place. This information is made available to the regular classroom teacher and is monitored by the building administrator on a regular basis. In addition, there are periodic meetings with building principals to review program effectiveness. One basis for judgment of effectiveness is evaluation data. The BINL is used for oral language testing.

<u>Leaving The Program</u>

Evaluation data is also be used to move pupils out of the program as they show evidence of improvement. Children are exited only when they score above the SRP.

Pupil progress records are maintained on a special Pupil Record Card which is filed in permanent record folders at the end of the school year. After each marking period, a written ESL progress report is given to the classroom teacher. Then, either a written (in their native language) or a verbal contact is made with the student's parents. Diagnostic data, including available test results, and a program prescription are maintained for every student. These individual record cards are available to both regular and remedial teachers. In addition to a diagnostic profile and the rationale for the material and methods selected, the records include:

1) Specific learning objectives for the student

2) The materials and activities in use

3) Evidence of student progress

4) Results of pre- and post-tests

5) Evidence that the student's remedial program is part of a comprehensive package which includes remedial efforts and support in the regular classroom aimed at enhancing

the remedial efforts in the compensatory classroom and vice-versa.

6) Staff are aware of policy and procedure for educating LEP students. Staff conduct conferences with LEP students on an on-going basis and discuss progress.

Individual instruction reflects teacher and student diagnosed needs. Students are taught to monitor their own comprehension.

Students are assessed regularly to determine progress
(a) Tests are appropriate to the skills taught
(b) Tests are selected from the approved list
(c) Writing samples in native language are evaluated to determine achievement.

The record card, while maintained in the remedial class, is the responsibility of both remedial and regular teachers. Both teachers may make progress and other notations and both may use the card as a means to assure continued pupil progress without instructional overlap or gap and with assurance of reinforcement by each of the teachers.

5. Coordination/Articulation

Regular classroom instruction supplemented by remedial instruction contributes a coordinated, comprehensive program in the teaching of reading. This is reflected in student records.

A) Classroom teachers are provided with lists of students identified as requiring remediation.

B) Pupil personnel staff assist in identifying students in need of remediation and in the deficiency needing remediation.

C) The classroom teachers address the deficiencies of each student requiring remediation.

D) Periodic meetings, both formal and informal, are held between remedial and regular teachers. Copies of formal communications are kept in student folders, as are records of formal meetings and logs of informal conferences.

E) Records are maintained jointly by remedial and regular teachers.

F) Time is alloted on a regular and periodic basis for regular and remedial teachers to meet. Substitute teachers are secured, as needed, to assure opportunity for communication is available.

G) Remedial teachers review student regular class workbooks/homework twice a month, or more.

H) Remedial teachers are instructed to address the content/skills taught in the regular classroom.

7. Instructional Mode

Students in greatest need of intensive remediation are served in a pull-out program. The program is delivered in a lab setting. Each lab is equipped with state of the art equipment and a varied and wide array of instructional materials. Materials are based on diagnostic evaluation and include audiovisual and manipulative materials in support of paper and pencil instruction.

8. Length and Frequency of Instruction

A) Generally, teachers meet with each student five sessions per week for 35 weeks.

B) The length of instruction is 30-45 minutes.

C) Individual or small group instruction is given in some cases due to the availability of the student and his level of English proficiency.

9. Staffing Component

A) Teachers

All staff members are New York State permanent certified teachers who qualify under the Statement of Continued Eligibility or who are certified in ESOL. Three full time teachers will serve the 72 students in need of ESL help in the district: hourly and part-time staff will be retained if the student load should increase.

B) Supervisory Structure

(1) The Foreign Language Department Chairperson directs the ESL program
(2) Director of Planning, Research, and Evaluation (Remediation Coordinator) directs overall remedial program
(3) Building Principals direct remedial programs in their buildings

C) Teacher case load

By contractual arrangement with our teacher's association, teacher load is 50 - 60 students. In ESL, loads are dramatically lower.

D) Pupil/Teacher Ratio

(1) Maximum of 1:8
(2) Minimum of 1:4
(3) Average is 1:6

10. Staff Development

A) Generally, one half day per month is set aside for inservice.

B) Staff needs are identified by staff themselves, by district priority, or by supervisory staff based on analyses of test data.

C) District inservice program funding includes Ch. 1, PSEN, and local funds as well as Ch. II money and a NYS Legislative Grant.

D) The district is currently embarked on an effort to train all staff in the Elements of Effective Teaching (Madeline Hunter). Remedial staff will be trained along with regular teachers. In addition, specific remedial inservice programs will be geared toward reinforcing the Elements of Effective Teaching Model and in teaching ESL.

11. Pupil Personnel Service

None

12. Student Folder

Student folders will contain the following information:

A) Required in Folder

(1) Pupil remedial record cards (This card will be placed in the pupil permanent folder at the end of the school year)

(2) Copies of formal communications between classroom teachers and remedial teachers

(3) Logs of informal conferences between classroom teachers and remedial teachers

(4) Records of formal meetings between classroom teachers and remedial teachers

(5) Copies of progress reports to parents (This will be placed in the pupil permanent folder at the end of the school year)

(6) Samples of student work

(7) Record of parent conferences

All parents of LEP ("Limited English Proficiency") pupils receive a written notice, in their native language, that their child is receiving ESL instruction.

ESL teachers as a group conduct a parent information night each fall which give the parents of LEP students the opportunity to meet the ESL teachers and to ask questions concerning program development. Interpreters explain the program to the parents in their native languages. The parents are invited to attend classes with their children. If this is not possible due to the fact that both parents work, or there are little children at home, or there is no means of transportation, the ESL teacher invites the parents on specific occasions to participate with their children through child/parent projects at home. The project later is shared with other students in school.

B. Required to be Maintained but Not Necessarily in Pupil Remedial Folders

(1) Names and scores of students identified for remedial instruction in teacher's record book or in a separate file in the classroom

(2) Achievement test data for identified students, including available item analyses, commercial diagnostic skills checklists, or management systems

(3) Copies of parent (and student) letters notifying each of the required remediation

(4) Records of daily remedial activities maintained in a teacher's plan book or in individual student folders or in separate files

(5) Anecdotal comments, if any

(6) Complete and up-to-date information regarding instructional activities and student achievement

(7) Copy of "Remediation I.D. Sheet" used to maintain remedial data base.

(8) Copy of "Data Changes - Remedial I.D. Sheet" used to maintain remedial data base

13. Equipment/Materials

Each lab has computers, kits, learning games, a range of varied instructional materials, including newspapers, periodicals, and texts. For the many computers in the program, each lab contains a large supply of teacher selected software.

Program Narrative

1985-86

Pupil Personnel Services

General Requirements

1. Indicate how administrators, teachers, parents, etc. were involved.

Total administrative and faculty cooperation was solicited relevant to program planning, methodology, organizational patterns, and the like. School principals, classroom teachers, the reading director, department chairs in math, English and foreign languages, parents, Board members, and central office administration had input in the assessment, establishment, and processing of needs identification, development of overall project design, detailing of program objectives, and developing the evaluation design.

Specifically the following occurred in the planning of this project:

A) Meetings were held with parents of remedial students of each school.

B) Meetings were held with remedial and regular faculty at each school.

C) Meetings were held with all building administrators.

D) Meetings were held with the reading director, and the math, English and foreign language department heads.

E) Meetings were held with the directors of personnel and special education.

F) Meetings were held with representatives of the teachers association.

G) Meetings were held with the Superintendent, Associate Superintendent, and Assistant Superintendent for Business.

H) Discussion took place with the Board on various aspects of the program.

It should be noted the PPS element of the program was designed after schools were closed and after many of these meetings took place.

2. Describe district's procedure for identifying educationally deprived children in all schools.

The following criteria are used to identify children in need of help in pullout programs and in classroom remediation:

A) Scores on standardized tests at or below the 23rd percentile.

B) Scores on State mandated tests at or below the SRP.

C) Scores of students who do not fall into items A) or B) above but who still score below the 50th percentile on standardized tests and who were previously in a remedial program.

D) Children referred by teachers and whose test scores confirm a need for remediation.

The district annually administers standardized tests to every student in every grade. In addition, all State mandated tests are administered. Students with the greatest needs are given the most intensive instruction.

) <u>Specify how prior evaluation data have been analyzed and used in program development.</u>

A) Each year LEAP data is reviewed to determine where areas of weakness may exist. This analysis is performed by the Remedial Program Coordinator (Director of Planning, Research, and Evaluation).

B) Annually, the Director of Planning, Research, and Evaluation analyzes results of all testing in the district. These analyses are used to develop new programs and approaches and/or to alter existing programs and approaches.

Reading Component

1. Funding Sources:

All staff in this component of the project are paid with Ch. 1 and PSEN funds. The multiple funding is designed to assure students identified by State mandated and nationally standardized tests can be served without supplanting state or local monies with federal funds. An analysis was made of the numbers of students to be served based on State mandated tests. The salaries of social workers and teacher aides serving these students have been adjusted to reflect an accurate expenditure of PSEN funds for these students.

2. Program goals and objectives:

The program goal is to provide a home visitation program for grades 1-5 students identified as eligible for remedial help. The program aims: (1) to work with parents of students in remedial programs to help them to help their children become more proficient in the subject area being remediated, (2) to provide (by loan) such parents with books, kits, and learning games they can use at home with their children, and (3) to establish linkages, as needed, between parents and local social service agencies.

Because of the highly individualized nature of the program, behavioral objectives vary from parent to parent and from child to child based upon needs assessments derived from diagnoses of students' needs and assessments of parents' needs at the times of home visitations Proficiency goals for the project are aimed at assuring all students are able to function as literate citizens upon graduation from high school. To this end, instructional objectives and the help to be provided parents reflect the developmental curricula in the schools.

3. PPS Program Description

Home visitations and help to parents are provided to parents of children in grades 1-5 who meet one or more of the following criteria and who are receiving remediation:

A) Students who fail State mandated tests and students who score at or below the 23rd percentile on standardized tests.

B) Students previously in a remedial program who still need help but whose scores are still below the 50th percentile.

C) Essentially, the program meets all of the criteria and descriptions for PPS programs outlined on pages 10-11 of the Guidelines For the Development of the School District's Comprehensive Compensatory Education Plan Using ECIA CH. 1, PSEN, and Local Funds for School Years 1985-88.

Program Activities

A) Pupil Personnel Services and related program instruction focus on reduction of barriers to learning experienced by identified remedial pupils.

B) Pupil Personnel Services are coordinated with developmental and remedial program instructions. The social workers and teacher aides meet regularly with regular and remedial teachers and help in the development of jobs consistent with the educational plans for remedial students.

C) The Remedial Program Coordinator and Director of Special Services monitor progress of students. On a day-to-day basis, the PPS project staff and remedial/regular teachers closely monitor student progress in school.

D) The thrust of the program is toward parent education programs, home visits, and community agency liasion.

E) Instruction focuses on helping parents assist their children to become better students.

F) Project staff maintains records of home visits, parent education efforts, parent conferences, and meetings among school staff.

G) Periodic conferences with parents and students are held to interpret pupil data and educational progress.

H) Pupil record entry and access procedures comply with the Family Educational Rights Act.

I) No such program now exists. This project is supplemental.

Diagnostic Instruments

A) Identifying students' needs

Student needs are identified as described in the Reading, Math, ESL, and Writing components. Social Workers/Teacher Aides will assess potential needs.

B) Procedures for monitoring progress

Program and student progress and updating the instructional profile are monitored as follows:

(1) Teacher/social worker conferences.

(2) Social worker/student conferences.

(3) Social worker/parent conferences.

(4) Periodic and regular meetings with classroom teachers.

(5) Periodic and regular review of student work in regular and remedial classrooms, including workbooks, tests, homework.

All findings are documented in individual student records/folders

6. Coordination/Articulation

A) Periodic meetings, both formal and informal, are held between remedial and regular teachers and social workers/teacher aides. Copies of formal communications are kept in student folders, as are records of formal meetings and logs of informal conferences.

B) Records are maintained jointly by social worker and remedial and regular teachers.

C) Time is alloted on a regular and periodic basis for regular and remedial teachers to meet with social workers/teacher aides.

7. Instructional Mode

Social workers/teacher aides meet with parents at their homes and at school. Techniques for effective parenting and ways to help children learn are provided to parents.

8. Length and Frequency of Instruction

A) Home visits and conferences vary from parent to parent. We anticipate every parent will be visited at least once. Those requiring special help will receive more frequent visits.

9. Staffing Component

A) Teachers and aides

	Social Worker FTE	Teacher Aide FTE
Roosevelt School	.5	.5
Wilson	.5	.5

B) Supervisory Structure

(1) Director of Special Services directs PPS program
(2) Director of Planning, Research, and Evaluation (Remediation Coordinator) directs overall remedial program
(3) Building Principals direct remedial and PPS programs in their buildings

C) Teacher case load

The social worker and teacher aides work with as many parents of eligible students as possible at Roosevelt and Wilson schools. In the event time allows, parents of eligible students at other buildings may be helped.

D) Pupil/Teacher Ratio

N/A

10. Staff Development

A) Generally, one half day per month is set aside for inservice.

B) Staff needs are identified by staff themselves, by district priority, or by supervisory staff based on analyses of test data

C) District inservice program funding includes Ch. 1, PSEN, and local funds as well as Ch. II money and a NYS Legislative Grant.

D) The district is currently embarked on an effort to train all staff in the Elements of Effective Teaching (Madeline Hunter). PPS staff are trained along with regular teachers. In addition, specific remedial inservice programs are geared toward reinforcing the Elements of Effective Teaching Model and toward improving home-school relations and parent contacts.

11. Pupil Personnel Service

It is proposed to retain elementary school social workers and teacher aides to work with the parents of children in remediation. The aim will be to assist parents to help their children at home. No such program exists in the district now; therefore, no supplanting will occur.

12. Student Folder

Student folders will contain the following information:

A) Required in Folder

(1) Pupil remedial record cards (This card will be placed in the pupil permanent folder at the end of the school year)

(2) Copies of formal communications between classroom teachers and remedial teachers

(3) Logs of informal conferences between classroom teachers and remedial teachers

(4) Records of formal meetings between classroom teachers and remedial teachers

(5) Copies of progress reports to parents (This will be placed in the pupil permanent folder at the end of the school year)

(6) Samples of student work

(7) Record of parent conferences

B. Required to be Maintained but Not Necessarily in Pupil Remedial Folders

(1) Names and scores of students identified for remedial instruction in teacher's record book or in a separate file in the classroom

(2) Achievement test data for identified students, including available item analyses, commercial diagnostic skills checklists, or management systems

(3) Copies of parent (and student) letters notifying each of the required remediation

(4) Records of daily remedial activities maintained in a teacher's plan book or in individual student folders or in separate files

(5) Anecdotal comments, if any

(6) Complete and up-to-date information regarding instructional activities and student achievement

(7) Copy of "Remediation I.D. sheet" used to maintain remedial data base.

(8) Copy of "Data Changes - Remedial I.D. sheet" used to maintain remedial data base

13. Equipment/Materials

Each social worker will have access to a lending library of books, kits, etc. These will be selected by project PPS and remedial staff.4

MONITORING GUIDELINES FOR READING AND WRITING PROGRAMS

Bureau of English and Reading Education
NY State Education Department

The following guidelines are used by members of the Bureau of English and Reading Education to assess reading and writing programs in schools they visit. It may not be possible to observe all these factors in any one visit; nevertheless, they are elements the members look for and they form a basis for recommendations the members may take in their reports. The factors apply to both the regular and the compensatory programs in reading and writing, since the programs are, or should be closely allied.

QUALITY FACTORS	QUALITY INDICATORS
1. Program planning reflects a districtwide commitment to reading and writing improvement.	a) Procedures for selection of students, curriculum review, and program evaluation are in writing.
	b) Program decisions are based on information from all involved personnel and communicated to everyone. Decisions are reviewed and updated regularly.
	c) There is evidence that the regular program is adequately supported by local effort.
	d) Provision of staff development options is based on identified need.
2. Reading and writing programs reflect an awareness of current theory and research.	a) The focus for remediation in writing is on communicating ideas rather than on mechanics. The focus for remediation in reading is on learning from text and not on isolated subskills.
	b) Instruction in reading and writing capitalizes on the student's experiential background and provides incentives for extension and expansion.
	c) Teachers serve as models for their students. They write and share their writing. They read and share their books.
	d) Students are given help at all stages of the writing process. Students are taught to monitor their own comprehension while reading.
3. Reading and writing are substantial, clearly identified components of an integrated language arts program.	a) Instruction in writing and reading is scheduled on a regular basis.
	b) The district has a K-12 language arts curriculum which provides for listening, speaking, reading and writing at all grade levels. Staff participate in curriculum development activities.
	c) Writing is used for a variety of purposes and audiences and students are given instruction in a variety of modes, both creative and expository.

	d) Reading goes beyond the basal reader to include trade books, contemporary paperbacks, informational books, poetry, plays, newspapers and periodicals.
4. Reading and writing are integral parts of the subject-matter curriculum.	a) Administrators demonstrate support for an integrated curriculum by assuming leadership in its implementation.
	b) Writing is used as a pre-reading, comprehension monitoring and post-reading activity. Reading skills may also be taught through students' written work.
	c) Students write reports, directions, explanations, etc. using content area materials. Reading skills are taught using content area subject matter and materials.
5. Individualized instruction is balanced by teaching to the shared needs of the group.	a) Peer groups work together in both reading and writing.
	b) Students are given time to talk about their planning, writing and revising. Reading tasks include time for discussing prior knowledge, predicted outcomes and responding to the material.
	c) Teacher/student conferences are a regular feature of instruction.
	d) Individual activities reflect both teacher-diagnosed and student-diagnosed need
	e) More time is spent teaching than testing.
6. Instructional objectives reflect an awareness of reading and writing as processes.	a) Objectives reflect goals other than merely passing competency tests.
	b) Actual instructional objectives correspond to those in the curriculum.
	c) Instructional plans include holistic as well as discrete goals and affective as well as cognitive goals.
7. Appropriate records of student achievement and progress are maintained.	a) Record folders include diagnostic information, a summary of strengths and weaknesses, objectives, list of related materials, documentation of progress, and evidence of classroom/compensatory program coordination.
	b) There is evidence that evaluation is based on whole pieces of writing.
	c) There is evidence that evaluation in reading is based on the comprehension of whole pieces of text rather than on mastery of isolated subskills.

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REMEDIAL READING

PROGRAM OBJECTIVES BOOKLET

READING PROGRAM OBJECTIVES

Objectives	Activity
	Grade K
Pre-reading oral language development	
Attend to language	Listen to stories with definite linguistic patters, miming the rhythm.
Respond to language	Listen to repetitive stories supplying words and phrases. Perform choral readings.
Follow directions.	Listen to and follow specific directions. Generate directions for tasks.
Talk about stories	Listen to or read a story and interact with peers about opinions.
Organize graphic representation or oral language experiences	Arrange concrete objects on table to demonstrate understanding of plot, sequence or other story elements.
	Grades 1 and 2
Sound Symbol Application	
Discriminate sounds that letters represent	Play a game such as "I Went on a Trip and Took (all "b" products)"
Synthesize serial arrangements of sounds/symbols into words	Write experience stories as a whole group or individual activity.
Apply sound/symbol relationships in analyzing unfamiliar words	Demonstrate ability to apply generalizations taught within the context of a teacher-made story; e.g., Mary (b)aked a cake before she (r)aked the leaves. "I will (t)ake this cake to Grandma before she (w)akes up," said Mary.
	Grades 1 and 2
Word Level Comprehension Attainment	Note: Word-level and Sentence-level activities should evolve from needs observed as students read text or be related to the content being read.
Reorganize synonyms	Supply unknown word when presented with clue word having same or similar meaning; e.g., The _____ dog was as big as a lion. (large, huge, enormous)

Recognize antonyms

Select from pairs of words having opposite meanings the word which best fits in the sentence context; e.g.,

He hurt his knee when he fell on the _____ ground. (hard soft)

Apply associative relationships to gain meaning

Demonstrate understanding of concept by supplying a related word; e.g.,

pond - water

Apply classification relationships to gain meaning

Develop a semantic map when given a word and list of appropriate attributes; e.g.,

Tree

parts	products	kinds
_____	_____	_____
_____	_____	_____
_____	_____	_____

Understand use of connotative meanings

Complete sentences by choosing the most appropriate word to describe an attitude or arouse feeling; e.g.,

Amy is so _____ with her money that she has saved enough to buy a bicycle.

Amy is so _____ with her money that she never treats her friends.

(frugal) (tightfisted)

Understand use of analogies

Supply the missing word to complete the analogous relationship.

Cow is to barn as dog is to _____.

Understand use of words with multiple meanings

Recognize more than one meaning or a word; e.g.,

(bark) of a tree

(bark) of a dog

Recognize patterns in word structure

Build new words by adding prefixes/suffixes to root words; e.g.,

in appropriate ly

Apply knowledge of patterns in word structure to analyze unfamiliar words

Identify root word in the text and deduce meaning from the prefix/suffix; e.g.,

in appropriate ly
(not) (suitable) (manner)

Recognize etymological principles	Use derivation clues to determine meaning; e.g., psychodynamics: study of mental/emotional behavior
	Grades 2-8
<u>Sentence Level Comprehension Attainment</u>	
Gain meaning from individual sentences	Read and paraphrase sentences.
Recognize equivalent meaning in varied sentence structure	Construct several sentence patterns by rearranging words and phrases provided on on cards; e.g., everyone knew on Wednesday the schools were closed when the radio announcement was made
Organize ideas gained from individual sentences	Demonstrate understanding by paraphrasing the idea.
Discriminate between literal and figurative meanings	Demonstrate understanding by drawing and discussing illustrative cartoons; e.g., It was raining cats and dogs.
	Grades 3-12
<u>Passage Level Comprehension Attainment</u>	
Determine main idea	Recall statements from text which develop main idea; e.g., 1. Paul Bunyan was the strongest man who ever swung an ax. 2. When he was 14, he knew everything about the woods. 3. No other lumberjack could outwit, outrun, or outwork him. Conclusion: (Main idea) Paul Bunyan was the greatest lumberjack of all.
Recognize supportive detail	Identify examples from the text which support an idea; e.g., Even as a baby, Paul was very large.

	1. He was too big to carry through the door. 2. His bed was bigger than any boat ever built.
Process information to predict outcomes	Refer to information in the passage to predict results.
Recognize anaphoric reference	Identify, in text, referential words and the preceding words to which they refer.
Recognize sequence	Identify order of a series of events as they occurred in the text.
Identify cause and effect	Recognize the explicity stated or implied relationship between a result or effect and the cause of its occurrence.
Identify similarities and differences in meaning	From an appropriate passage, complete a matrix for those words which represent a given category (e.g., conveyances), and identify the presence or absence of properties which may characterize members of that category (e.g., wheels, motor, handlebar).
Understand use of cohesive ties to gain intersentential meaning	Arrange in order paragraphs from a passage which has been cut apart and discuss the key and signal words used for reconstruction.
Understand use of context to extend and create ideas	Construct a web, map or other graphic representation from a passage which describes a new concept, expanding the ideas to suggest additional elements.
Understand use of context to make analytical and critical judgements	Compare two dissimilar pieces of writing on the same topic, with focus on purpose, audience and clues to author's bias.

Grades 3-12

Study Skills

Identify organizational patterns in text	Determine the predominant structure used by an author; e.g., classification, cause-effect, comparison-contrast.
Locate information	Use text features and reference materials to find information,; e.g., index, glossary, and table of contents.
Interpret graphic features in text	Attain information from maps, globes, charts, etc. to use in assimilating facts.
Acquire study techniques	Use strategies to facilitate organizing and recalling information; e.g., previewing, note-taking, self-generated questioning, predicting, summarizing.

Rhetoric

Analysis of task	Have the student retell the assignment in his or her own words, or explain the assignment to another student. Have the student underline key words which lead to understanding of the assignment.
Appropriate content	Have the student brainstorm appropriate words, phases, ideas and approaches. Have the student prepare a "jotted list" of possible ideas to include the written response.
Correct form or mode	Make classroom posters of acceptable modes; e.g., business letter, newspaper article, interview, class report. Provide numerous opportunities for students to practice each form of writing.
Consistency in point of view	Have students write compositions on the same thing from two different points of view; for example, about the wolf in "little Red Riding Hood" from the point of view of a wild animal lover and from the point of view of the woodsman. Provide an action photograph and ask student to describe the incident from different points of view; e.g., one of the participants, an observer, one who reads the newspaper account.
Awareness of purpose	Divide the class into groups. Give each group a picture of a different scene. Ask each group, using the picture as a basis to write two or three short compositions for different purposes; e.g., to persuade someone to buy real estate in that area, to report to a police officer about the scene of a crime, to persuade a government agency to preserve the environment.
Awareness of audience	Have students write a story to tell a kindergarten class, 4th grade, 7th grade, and adults. Have students explain how the story changes for each audience. Provide as many opportunities as possible for writing for a real audience: letters to an elderly relative, to a cousin, to the principal, to the editor. Discuss the changes the writer must make for different audiences.

Relationship of Parts to the Whole

General plan of organization	For report writing, put phrases on 3 x 5 cards. Students may shuffle cards to arrive at a patter of organization. When student is satisfied with the organization of sentences, he or she may proceed to write a report.
Coherence in paragraphy	Cut the paragraphs of a short magazine article apart. Have student reassemble the paragraphs in order.
Appropriate transitions	Have students generate a list of words that denote time order such as first, then next, finally. Have students use these words to organization a group of details into a time ordered paragraph. As a handy reference guide, make a poster listing transition or "glue" words.
Appropriate level of generalization	Provide students with a list of facts; after groping related facts, have students write a statement supported by all the facts.
Support of generalizations	Ask students to make a general observation based on their own experience such as "Snowstorms created problems." The students must then illustrate the generalization with examples such as "Travel is difficult," "Walking is hazardous."
Exclusion of irrelevant details	Display a paragraph that has irrelevant details. Have students discuss which sentences are irrelevant and why.

Word Choice

Vocabulary expansion	Use overhead transparencies of student work to identify vague, weak, or repetitive words. Circle these words. Have student supply replacement words. Discuss how specific words clarify the meaning.
Correct formation of words	Have student read the composition aloud to identify incorrect use of prefixes or suffixes such as absent verb endings.
Appropriate level of usage	To stress the difference between the spoken and the written word, give the students an assignment in which they are asked to take a piece written in a conversational style and rewrite it for a more formal audience; i.e., the newspaper or magazine.
Use of concrete and specific language	To teach brevity and impact in the use of words, have students make bumper stickers or campaign buttons. Narrowly focus the topic and limit the number of words.

Grades 3-6

Syntax/Sentence Structure

Use of a variety of sentence types and lengths	Have students generate declarative, imperative, interrogative, and exclamatory sentences on the same topic. Use slotting. expanding, movability and embedding as techniques for achieving variety in sentence structure. Use sentence-combining exercises.
Avoidance of fragments and run-on sentences	Have a student read his or her own composition aloud to detect punctuation errors and and discover run-on sentences and fragments. Have students turn sentence fragments into sentences.
Coherence within a sentence	Devise sets of cards with part of a sentence on one card and the rest of the sentence on another. Have students find their partners and together write a sentence that could logically follow the original one.

Grades 1-8

Listening

Development of auditory discrimination	Using an audio tape, have students identify sound produced by car horn, running water, police siren, dog, cat.
Development of increased attention span	Conduct "Simon Says" activities to introduce various concepts and understandings.
Attention to specific and implied information	Students listen to classroom debate by peers and fill out judging ballot calling for selection of winning debate team and brief justification for choice made.
Understanding of speaker's purpose	Listen to speeches of political candidates, as delivered by students playing the roles of specific candidates, and explain briefly, on a written form developed for the exercise, what effect on the audience the speaker was trying to achieve.
Evaluation of speaker's motive	Listen to dramatic dialogue selected from plays, with students reading the roles, and, through class discussion, determine what inner purpose, or motivation, each character is pursuing in the dialogue.

Stimulation of critical thinking	Students listen to a story or poem in which resolution of the literary work involves solving a problem, and attempt to solve the problem, either as a class orally or individually in writing. Shel Silverstein's poem, "The Homemade Boat," is one such problem-solving vehicle.
Stimulation of imagination	Have students listen to a folk song or similar type story song, via record and tape, and draw or paint, attaching descriptive captions and other narrative material as appropriate, personal representations of the scenes involved by song. The Irish Rovers' recording of "The Unicorn" works well with early intermediate students, as an example.
Practice in Different Types of Listening Skills: appreciative, discriminative, critical, emphathetic,etc.	Appreciative: Listen to a writer who reads his own work well, as Dylan Thomas' "A Childs Christmas in Wales". Discriminative: Listen to actors or actresses yeclaim similar scenes and note the differences in interpretation of meaning, discussing to what degree the interpretation is the player's style and to what degree the interpretation reflects a director's intentions. Empathetic: Listen to an actor or actress declaim a highly emotional passage such as Julie Harris in the Joan or Arc scene in which Joan speaks of being shut away from the sky, or a presentation of the courtroom speech in the Sacco-Vanzetti Case, and respond individually in writing or as a class orally, to the feelings engendered in the listeners.

<u>Grades 1-12</u>

Presentation of ideas in clear and coherent manner	Organize and present a debate as a class activity
Attention to purpose and audience in oral presentation	Recommend a change of procedure in a routine class activity such as the procedure for lining up for dismissal, and present reasons why the procedural change should be effected.
Reading of prose or poetry with expression	Preparation and presentation of a choral reading from a literary work.
Contribution to small group discussions	Organize as a World Court tribunal, with each student coming from a different country, and arrive at a joint decision on a current international dispute.

Expansion of oral vocabulary	Have one student act as a celebrity in the field of his or her choice being interviewed by other students acting as a panel such as on Meet the Press or any similar type public presentation.
Understanding and sharing experiences feelings orally	Interpret the meaning of pantomimes presented by peers, and express individual emotional and responses to the pantomimes.

REMEDIAL MATH

PROGRAM OBJECTIVES BOOKLET

MATHEMATICS PROGRAM OBJECTIVES

Grades 1-12
Numbers, Operations, & Applications

Preoperational Concepts: Equivalence, Equality, Order, Number, Numeral, Lines Fewer, More, etc.
Whole Numbers
Fractions (i.e.,Positive Rational Numbers and Zero)
Decimals
Negative Numbers
Real Number System
Addition: Concepts and Skills
Subtraction: Concepts and Skills
Multiplication: Concepts & Skills
Division: Concepts & Skills
Properties of Operations and Relations
Numeration Systems
Number Sentences
Number Theory
Estimation, Rounding
Percent
Place Value
Exponential Notation
Ratio and Proportion
Number Lines

Grade 7-12
Statistics & Probability

Data Tabulation
Mean, Median, Mode, Range
Probability: Basic Concepts & Simple Events
Probability: Combined Events

Grade 1-12
Sets

Identification,Membership Notation
Empty Set, Subset,Equal Sets
Disjoint Sets
Matching, Equivalence, Cardinal Number, Finite & Infinite Sets
Universal Set,Replacement Set, Set Builder Notation
Solution Set for Equations and Inequalities
Geometric Applications, Venn Diagrams

Grades 1-12
Geometry

Points, Lines, Planes
Parallel and Perpendicular
Angles
Polygons: Triangles, Quadrilaterals, etc.
Congruence, Similarity
Polyhedra: Prisims, Pyramids, etc.
Spheres, Cylinders, Cones,
Space, Curves Symmetry
Coordinate Geometry
Applications: Perimeter, Area, Volume, Circumference, etc.
Geometric Shapes (Readiness)

Grades 3-12
Measurement

Nonstandard Measures
English System
Metric System, Including Conversions
Temperature
Monetary System
Time and Date
Metric-Geometry, Trigonometry
Precision, Error, Significant Digits

Grade 8-12
Functions and Graphs

Ordered Number Pairs, Relaitons
Linear Functions
Nonlinear Functions
Graphs: Picture,Bar,Line,Circle

Grade 10-12
Logical Thinking

Statements and their Negation
Quantifiers
Logical Connectives
Deductive Reasoning
Inductive Reasoning

Grades 6-12
Problem-Solving

Analysis of Problems (e.g.) physical science, social science, business, etc.)
Solution of Problems (e.g, physical sciences, social sciences, business, etc.)

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REMEDIAL WRITING

PROGRAM OBJECTIVES BOOKLET

Objectives	Activity
Grades 1-12	
Rhetoric	
Analysis of task	Have the student retell the assignment in his or her own words, or explain the assignment to another student. Have the student underline key words which lead to understanding of the assignment.
Appropriate content	Have the student brainstorm appropriate words, phrases, ideas and approaches. Have the student prepare a "jotted list" of possible ideas to include in the written response.
Correct form or mode	Make classroom posters of acceptable modes; e.g., business letter, newspaper article, interview, class report. Provide numerous opportunities for students to practice each from of writing.
Consistency in point of view	Have students write compositions on the same thing from two different points of view; for example, about the wolf in "Little Red Riding Hood" from the point of view of a wild animal lover and from the point of view of the woodsman. Provide an action photograph and ask students to describe the incident from different points of view; e.g., one of the participants, an observer, one who reads the newspaper account.
Awareness of purpose	Divide the class into groups. Give each group a picture of a different scene. Ask each group, using the picture as a basis to write two or three short compositions for different purposes; e.g., to persuade someone to buy real estate in that area, to report to a police officer about the scene of a crime, to persuade a government agency to preserve the environment.
Awareness of audience	Have students write a story to tell a kindergarten class, 4th grade, 7th grade, and adults. Have students explain how the story changes for each audience. Provide as many opportunities as possible for writing for a real audience: letters to an elderly relative, to a cousin, to the principla to the editor. Discuss the changes the writer must make for different audiences.

Grades 2-12

Relationship of Parts to the Whole

General plan of organization	For report writing, put phrases on 3x5 cards. Students may shuffle cards to arrive at a pattern of organization. When student is satisfied with the organizaiton of sentences, he or she may proceed to write a report.
Coherence in paragraphy	Cut the paragraphs of a short magazine article apart. Have student reassemble the paragraphs in order.
Appropriate transitions	Have students generate a list of words that denote time order such as first, the, next, finally. Have students use these words to organize a group of details into a time-ordered paragraph. As a handy reference guide, make a poster listing transition or "glue" words.
Appropriate level of generalization	Provide studetns with a list of facts; after grouping related facts, have students write a statement supported by all the facts.
Support of generalizations	Ask students to make a general observation based on their own experience such as "Snowstorms create problems." The students must then illustrate the generalkization with examples such as "Travel is difficult," "Walking is hazardous."
Exclusion of irrelevant details	Display a paragraph that has irrelevant details. Have students discuss which sentences are irrelevant and why.

Grades 2-12

Word Choice

Vocabulary expansion	Use overhead transparencies of student work to identify vague, weak, or repetitive words. Circle these words. Have student supply replacement words. Discuss how specific words clarify the meaning.
Correct formation of of words	Have student read the composition aloud to identify incorrect use of prefixes or suffixes such as absent verb endings.
Appropriate level of usage	To stress the difference between the spoken and the written word, give the students an assignment in which they are asked to take a piece written in a conversational style and rewrite it for a more formal audience; i.e., the newspaper or magazine.

Use of concrete and specific language	To teach brevity and impact in the use of words, have students make bumper stickers or campaign buttons. Narrowly focus the topic and limit the number of words.

Grades 2-12

Syntax/Sentence Structure

Use of a variety of sentence types and lengths	Have students generate declarative, imperative, interrogative, and exclamatory sentences on the same topic.
	Use slotting, expanding, movability and embedding as techniques for achieving variety in sentende structure.
	Use sentence-combining exercies.
Avoidance of fragments and run-on sentences	Have a student read his or her own composition aloud to detect punctuation errors and discover run-on sentences and fragments.
	Have students turn sentence fragments into sentences.
Coherence within a sentence	Devise sets of cards with part of a sentence on one card and the rest of the sentence on another. Have students find their partners and together wrote a sentence that could logically follow the original one.

Grades 1-12

Mechanics

Spelling	Have students circle all words in their own compositions that they are not sure they have spelled right. Work from there to reinforce correct spelling and to correct errors.
	The stress on correct spelling should come during the proofreading and editing stage. It must not be allowed to interfere with the initial writing impulse.
Capitalization	Give students a passage of student writing form which all capitals have been omitted. Have students place capitals where appropriate.
Punctuation	Have students produce a one-page style sheet, modeled on one used by a major newspaper. Focus on the key punctuation errors observed in student writing.
Handwriting	Help students understand legible handwriting as a social desirability in order to make their writing easy for the reader to read.

Grades 1-12

Creative Writing

Ability to generate expressive writing in a variety of modes	Ask each student to list five topics he or she could write about from personal experience or previous reading. Select one topic to write about this week by telling a "buddy" what the writer already knows, and answering questions that the "buddy" asks that elicit more information.
Ability to understand and share experiences through self-expression	Ask students to interview members of their family to find out mroe about themselves. They might ask such questions as: Where was I born? When did I begin to talk? What were my first words? Students can then use the answers to these questions to write about their preschool years and later read them to their classmates.
Development of a writing style	The individual writer's "voice" develops slowly throughout the life of the wrier. Teachers aid the process by providing many opportunities for the writer to hear the writing read and responded toby others.

Grades 1-12

Listening

Development of auditory discrimination	Using an audio tape, have students identify sound produced by car horn, running water, police siren, dog, cat.
Development of increased attention span	Conduct "Simon Says" activities to introduce various concepts and understandings.
Attention to specific and implied information	Students listen to classroom debate by peers and fill out judging ballot calling for selection of winning debate team and brief justification for choice made.
Understanding of speaker's purpose	Listen to speeches of political candidates as delivered by students playing roles of specific candidates, and explain briefly, on a written form developed for the exercise, what effect on the audience the speaker was trying to achieve.
Evaluation of speaker's motive	Listen to dramatic dialogue selected from plays, with students reading the roles, and, through class discussion, determine what inner purpose, or motivation, each character is pursuing in the dialogue.

Stimulation of critical thinking	Students listen to a story or a poem in which resolution of the literary word involves solving a problem, and attempt to solve the problem, either as a class orally or individually in writing. Shel Silverstein's poem, "The Homemade Boat", is one such problem-solving vehicle.
Stimulation of imagination	Have students listen to a folk song or similar type story song, via record and tape, and draw or paint, attaching descriptive captions and other narrative material as appropriate, personal representations of the scenes involved by the song. The Irish Rovers' recording of "The Unicorn" works well with early intermediate students, as an example.
Practice in Different Types of Listening Skills: appreciative discriminative, critical, empha-thetic, etc.	Appreciative: Listen to a writer who reads his own work well, as Dylan Thomas' "A Child's Christmas in Wales." Discriminative: Listen to actors or actresses declaim similar scenes and note the differences in interpretation of meaning, discussing to what degree the interpretation of the player's style and to what degree the interpretation reflects a director's intentions. Empathetic: Listen to anactor or actress declaim a highly emotional passage such as Julie Harris in the Joan of Arc scene in which Joan speaks of being shut away from the sky, or a presentation of the courtroom speech in the Sacco-Vansetti Case, and respond individually in writing or as a class orally, to the feelings engendered in the listeners.

Grades 4-12

Speaking

Presentation of ideas and coherent manner	Organize and present a debate as a class activity.
Attention to purpose and audience in oral presentation	Recommend a change of procedure in a routine class activity such as the prcedure for lining up for dismisal, and present reasons why the procedural change should be effected.
Reading of prose or poetry with expression	Preparation and presentation of a choral reading from a literary work.
Contribution to small group discussions	Organize as a World Court tribunal, with each student coming from a differenycountry, and arrive at a joint decision on a current international dispute.

Expansion of oral vocabulary	Have one student act as a celebrity in the field or his or her choice being interviewed by other students acting as a panel such as on Meet the Press or any similar type public presentation.
Understanding and sharing experiences and feelings orally	Iterpret the meaning of pantomimes presented by peers, and express individual emotional responses to the pantomimes.

ESL

PROGRAM OBJECTIVES BOOKLET

ESL PROGRAM OBJECTIVES

Objectives	Activity
	Grade K-12
Pre-reading oral language development	
Attend to language	Listen to stories with definite linguistic patters, miming the rhythm.
Respond to language	Listen to repetitive stories supplying words and phrases. Perform choral readings.
Follow directions.	Listen to and follow specific directions. Generate directions for tasks.
Talk about stories	Listen to or read a story and interact with peers about opinions.
Organize graphic representation or oral language experiences	Arrange concrete objects on table to demonstrate understanding of plot, sequence or other story elements.
	Grades 3-12
Sound Symbol Application	
Discriminate sounds that letters represent	Play a game such as "I Went on a Trip and Took (all "b" products)"
Synthesize serial arrangements of sounds/symbols into words	Write experience stories as a whole group or individual activity.
Apply sound/symbol relationships in analyzing unfamiliar words	Demonstrate ability to apply generalizations taught within the context of a teacher-made story; e.g., Mary (b)aked a cake before she (r)aked the leaves. "I will (t)ake this cake to Grandma before she (w)akes up," said Mary.
	Grades 3-12
Word Level Comprehension Attainment	Note: Word-level and Sentence-level activities should evolve from needs observed as students read text or be related to the content being read.
Reorganize synonyms	Supply unknown word when presented with clue word having same or similar meaning; e.g., The _____ dog was as big as a lion. (large, huge, enormous)

Recognize antonyms	Select from pairs of words having opposite meanings the word which best fits in the sentence context; e.g., He hurt his knee when he fell on the _____ ground. (hard soft)
Apply associative relationships to gain meaning	Demonstrate understanding of concept by supplying a related word; e.g., pond - water
Apply classification relationships to gain meaning	Develop a semantic map when given a word and list of appropriate attributes; e.g., Tree parts products kinds _____ _____ _____ _____ _____ _____ _____ _____ _____
Understand use of connotative meanings	Complete sentences by choosing the most appropriate word to describe an attitude or arouse feeling; e.g., Amy is so _____ with her money that she has saved enough to buy a bicycle. Amy is so _____ with her money that she never treats her friends. (frugal) (tightfisted)
Understand use of analogies	Supply the missing word to complete the analogous relationship. Cow is to barn as dog is to _____.
Understand use of words with multiple meanings	Recognize more than one meaning or a word; e.g., (bark) of a tree (bark) of a dog
Recognize patterns in word structure	Build new words by adding prefixes/suffixes to root words; e.g., in appropriate ly
Apply knowledge of patterns in word structure to analyze unfamiliar words	Identify root word in the text and deduce meaning from the prefix/suffix; e.g., in appropriate ly (not) (suitable) (manner)

Recognize etymological principles	Use derivation clues to determine meaning; e.g., psychodynamics: study of mental/emotional behavior
	Grades 7-12
<u>Sentence Level Comprehension Attainment</u>	
Gain meaning from individual sentences	Read and paraphrase sentences.
Recognize equivalent meaning in varied sentence structure	Construct several sentence patterns by rearranging words and phrases provided on on cards; e.g., everyone knew on Wednesday the schools were closed when the radio announcement was made
Organize ideas gained from individual sentences	Demonstrate understanding by paraphrasing the idea.
Discriminate between literal and figurative meanings	Demonstrate understanding by drawing and discussing illustrative cartoons; e.g., It was raining cats and dogs.
	Grades 3-12
Analysis of task	Have the student retell the assignment in his or her own words, or explain the assignment to another student. Have the student underline key words which lead to understanding the assignment.
Appropriate content	Have the student brainstorm appropriate words, phrases, ideas and approaches. Have the student prepare a "jotted list" of possible ideas to include in the written response.
Correct form or mode	Make classroom posters of acceptable modes; e.g., business letter, newspaper article, interview, class report. Provide numerous opportunities for students to practice each form of writing.

Consistency in point of view	Have students write compositions on the same thing from two different points of view; for example, about the wolf in "Little Red Riding Hood" from the point of view of a wild animal lover and from the point of view of the woodsman. Provide an action photograph and ask students to describe the incident from different points of view; e.g., one of the participants, an observer, one who reads the newspaper account.
Awareness of purpose	Divide the class into groups. Give each group a picture of a different scene. Ask each group, using the picture as a basis to write two or three short compositions for different purposes; e.g., to persuade someone to buy real estate in that area, to report to a police officer about the scene of a crime, to persuade a government agency to preserve the environment.
Awareness of audience	Have students write a story to tell a kindergarten class, 4th grade, 7th grade, and adults. Have students explain how the story changes for each audience. Provide as many opportunities as possible for writing for a real audience: letters to an elderly relative, to a cousin, to the principla to the editor. Discuss the changes the writer must make for different audiences.

Grades 3-12

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Grades 3-12

Vocabulary

Understand and use content words
Understand and use function words

Grammatical Structures

Apply knowledge of verb tenses including: simple present, present, present continous, simple past (regular and irrecular), future, past continuous, past perfect, and conditional.
Apply knowledge of pronouns including: subject, object, demonstrative, indefinite, reflexive, possessive, and relative.

Apply knowledge of nouns including: regular and irregular plurals, possessive, comparative, count and noncount.
Apply knowledge of interrogatives.
Apply knowledge of adverbs including: of freguency, "ly" formms, replacement forms, comparatives.
Apply knowledge of verbs including: TO BE (in all tenses), with infinitive, imperatives, modals, two-word, obligatory, participles as adjectives, gerunds and passive voice.
Apply knowledge of statements using correct word order.
Apply knowledge of time markers.
Apply knowledge of adverbial phrases including: oprepositions of place, frequency.
Apply knowledge of clauses including: with BECAUSE, adjective, adverbial, noun, with IF, and following impersonal expressions.
Apply knowledge of tag questions
Apply knowledge of conjunctions.
Apply knowledge of connectives.
Apply knowledge of adjectives.
Apply knowledge of prepositions.
Apply knowledge of expletives

Numbers, Operations, & Applications

Preoperational Concepts: Equivalence, Equality, Order, Number, Numeral, Lines Fewer, More, etc.
Whole Numbers
Fractions (i.e.,Positive Rational Numbers and Zero)
Decimals
Negative Numbers
Real Number System
Addition: Concepts and Skills
Subtraction: Concepts and Skills
Multiplication: Concepts & Skills
Division: Concepts & Skills
Properties of Operations and Relations
Numeration Systems
Number Sentences
Number Theory
Estimation, Rounding
Percent
Place Value
Exponential Notation
Ratio and Proportion
Number Lines

Grade 7-12
Statistics & Probability

Data Tabulation
Mean, Median, Mode, Range
Probability: Basic Concepts & Simple Events
Probability: Combined Events

Geometry

Points, Lines, Planes
Parallel and Perpendicular
Angles
Polygons: Triangles, Quadrilaterals, etc.
Congruence, Similarity
Polyhedra: Prisims, Pyramids, etc.
Spheres, Cylinders, Cones,
Space, Curves Symmetry
Coordinate Geometry
Applications: Perimeter, Area, Volume, Circumference, etc.
Geometric Shapes (Readiness)

Grades 3-12
Measurement

Nonstandard Measures
English System
Metric System, Including Conversions
Temperature
Monetary System
Time and Date
Metric-Geometry, Trigonometry
Precision, Error, Significant Digits

Grade 8-12
Functions and Graphs

Ordered Number Pairs, Relaitons
Linear Functions
Nonlinear Functions
Graphs: Picture,Bar,Line,Circle

Grade 1-12
Sets

Identification, Membership Notation
Empty Set, Subset, Equal Sets
Disjoint Sets
Matching, Equivalence, Cardinal Number, Finite & Infinite Sets
Universal Set, Replacement Set, Set Builder Notation
Solution Set for Equations and Inequalities
Geometric Applications, Venn Diagrams

Grade 10-12
Logical Thinking

Statements and their Negation
Quantifiers
Logical Connectives
Deductive Reasoning
Inductive Reasoning

Grades 6-12
Problem-Solving

Analysis of Problems (e.g.) physical science, social science, business, etc.)
Solution of Problems (e.g, physical sciences, social sciences, business, etc.)

Listening Speaking

Discriminate and produce sounds that letters represent.
Discriminate and produce basic intonation patterns.
Comprehend and respond to routine classroom directions.
Draw inferences and reach conclusions.
Produce sentences.
Produce oral responses to questions.
Engage in connected discourse.
Produce final -s endings and past tense markers.
Read short passages aloud.
Participate in class discussions.

NEGLECTED AND DELINQUENT PROGRAM OBJECTIVES

The following objectives may be reported for the priority areas pf Vocational Life Skills, Delinquency Prevention and Transitional Counselling

Emotional Stability
Improved Self-image
Improved Attitude Toward School
Improved Attitude Toward Authority
Improved Performance in Public School
Reduced Truancy
Achievement of vocational Skills (specific/general)
Appropriate Life Skills and Life Choices
Appropriate Career Vocational Choices
Achievement Motivation
Attitudinal Change
Family and Social Living Skills
Decision-Making Behavior
Implementation of Choice
Occupational Classification
Development of Vocational identy
Vocational Maturity
Recognition of Potential for Growth
Reality-Based Goals
Ability to Function in a Group
Appropriate Interaction with Peers, One-to-One
Appropriate Interaction with Adults, One-toOne
Ability to Compete Positively
Ability to Verbally Express Fellings
Ability to Accept Critical Feedback
Ability to Self Critize
Ability to Attend to Task, Unsupervised
Other-Specify with a Written Narrative*

* Neglected and Delinquent programs may select any area which, based upon a needs assessment, will provide supplemental services to the child. The area chosen must exclude any of the basic subjects required to be provided by Education Law and the Regularions of the Commissioner.